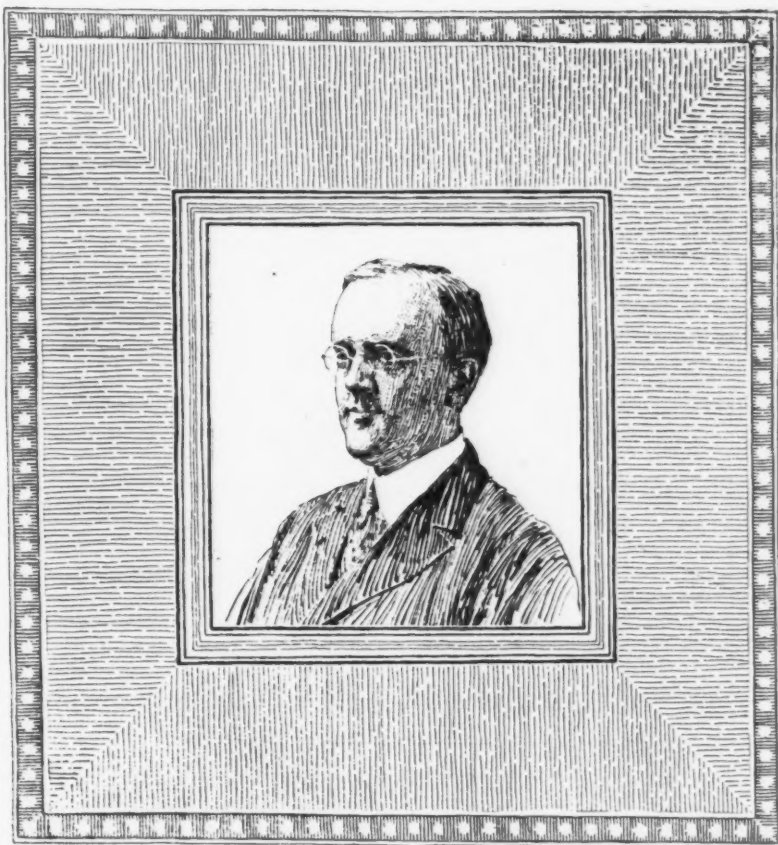


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The SIERRA

EDUCATIONAL NEWS



GEORGE D. STRAYER

In This Issue:

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NATIONALIZING EDUCATION	EDUCATIONAL LITERATURE

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The SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association
Published Monthly by the California Council of Education
Editorial and Business Offices, Monadnock Building, San Francisco

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council - Managing Editor
RICHARD G. BOONE, Professor of Education, University of California - Associate Editor

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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.

Subscription, \$2.00 per Year

20 Cents per Copy

Vol. XIV

SEPTEMBER, 1918

No. 7

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A Message to the Teachers of America

*Written expressly for the Sierra News
by the French Ambassador, Washington, D. C.*



NOTHING, as it seems to me, has better shown American warmheartedness and sincerity in the fight for the triumph of Liberty and Democracy in the world than the answer made throughout the country to appeals of the Government to the good-will of all. No law, no obligation was invoked, but people were asked to act of their own free will in a certain way, to take pains to deprive themselves, to add to their daily task; and those appeals had ampler results than might have been secured in autocratic countries by laws, threats, punishments or other forcible means.

Among the most useful and remarkable results have been those brought about by the recommendation to Americans to save food and to increase the production thereof. The prodigious development of urban vegetable gardens is one of the most striking examples of what honest good will can do; the results have surpassed the fondest hopes. Everyone who had access to an empty lot transformed it into productive soil. Spare hours, after the day's work was finished, were devoted to this task and millions of dollars' worth of food were thus added to what the country normally produces.

This, added to the rest, should confirm us all in our confidence in the outcome of the great struggle, that is the routing and disappearance of autocracy from the face of the earth, made certain by the stern will of the people at large to neglect nothing, in any order of action or of thought, that can serve towards the result desired by all honest nations and liberty-loving men.

(Signed)

JUSSERAND.

EDITORIAL

THE Fourth Liberty Loan Drive soon to begin will have the active cooperation of every teacher, pupil, school trustee and Board of Education member in the state and nation. In many localities in

A Fifty Dollar Liberty Bond

California entire classes of pupils are vieing one with another in the matter of saving pennies and dimes and investing them in war-savings. As yet, however, there is lack of understanding on the part of some as to the real investment value of money in a Liberty Bond. The purchase of a bond means not alone a contribution to the war fund but it means personal investment with the return of $4\frac{1}{4}\%$ interest. The real value of a \$50.00 Liberty Bond is illustrated in the following circumstance:

A certain California business man owns stock in a land proposition. The stockholders levied an assessment of 10 cents on each share of stock, and advertised that any unpaid assessments were to be paid at 12 o'clock noon of a certain day or the stock would be sold. The stockholder in question failed to receive notice regarding the limit of the assessment, with the result that only a few hours before the expiration of the time at which the assessment could be paid he learned of the dilemma. Mr. Stockholder, on examining his bank book, found but \$28.00 to his credit. Owning 500 shares of stock his assessment at 10 cents a share amounted to \$50.00. Added to this, \$8.85 advertising expense, and his total bill was \$58.85. On short notice and with no opportunity whatever of securing the necessary money, he hastily took from his desk a \$50.00 Liberty Bond of the Third issue and secured upon it \$48.75. Two minutes before the time for paying the assessment expired, he presented his

check to cover. Without this bond, the stock would have been bought in by the company. The stockholder in question now has 10 acres set to peach trees that could not be bought for \$250.00 per acre. Moral—Buy Liberty Bonds and don't sell them unless it is absolutely necessary.

✱ ✱ ✱

FOR a number of years Dr. Richard G. Boone, acting as Chairman of our Advisory Editorial Board, has rendered marked service to the members of the California Teachers' Association and the

Dr. Boone
Associate Editor

readers of the SIERRA
EDUCATIONAL NEWS. He has given unstintingly of

his time and talents, not only in contributions but in valuable suggestions and assistance at the editorial desk. It is with no little satisfaction that we are able now to announce his acceptance of the post of Associate Editor and the continuance of his work as Chairman of the Advisory Editorial Board.

Perhaps no man in the profession is better suited to this type of work than is Dr. Boone. For years he was editor of the magazine *Education* published at Boston and one of the best known educational magazines in America. He has constantly been a contributor to educational magazines, is a lecturer on educational and scientific subjects and an author of several standard educational works. Dr. Boone as lecturer and Professor of Education at the University of California is one of the most honored and influential leaders in the West. He has had a long and varied experience as teacher, President of the Michigan State Normal College, Superintendent of the schools of Cincinnati and in other important positions. He is an authority on Rural School problems, Voca-

tional Education, and is perfectly familiar with educational movements of the day. Dr. Boone will add great strength in making the NEWS of increasing value to the profession.

* * *

“YOUNG men and young women who have the mind and mood to endure sustained training, should be put and kept in training,” says Professor Rugh. “This principle applies to second-

**Significance of the
Go-to-College
Movement**

dary education as well as advanced.

If Juniors and Seniors of high schools do not stay in school this year and next, there will be none qualified to take college and university training next year.

There are many young men of country districts of 17 to 19 years of age who have the temper and endurance to make high grade trained men.”

Figures gathered by the Federal Authorities and through State Commissioner Wood, of California, show that on the basis of our high school enrollment, the state's quota would be something more than 5000 young men in this Go-To-College movement; Los Angeles County, 3,148; San Francisco, 805; Alameda County, 654; San Diego, 372; Sacramento, 248; Fresno, 198, etc.

The War Department Education Committee says of such facts:

“The people of the United States should recognize that the maintenance of the war strength of the nation in its full power, demands the utmost efforts of all existing, well organized and adequately equipped colleges, universities and technical schools.”

“That young people having the requisite qualifications should heed this urgent call of their country, and in increasing numbers, to the task of preparing for the highest service of which they are capable.”

“The importance of this need cannot be too strongly emphasized. This is a war in which soldiers are not only marksmen, but also engineers, chemists, physicists, geologists, doctors, and specialists in many other lines. Scientific training is indispensable; and whatever amount or kind of it fits one for any of these highly specialized duties, is an essential element of military efficiency.”

“To think and plan to develop man power by training, lasting through three, four or six years, is too visionary for most practical, hardheaded Americans. It is easier for them to think of pork, sugar, wheat and munitions. Not so our school master President. He can and does think of both kinds of national means of defense.”

Here is a large problem for school people to solve; and they must undertake it if it is to be solved at all. It is a generous thought, characteristic of the American mind that they also conquer who have the disciplined mind to undertake and carry through such supporting tasks behind the military. Our young men are not to be needlessly sacrificed, but to be trained. So far as the general government or the state can affect the purpose, every faculty of every loyal individual shall be schooled for such life services as the public needs. And just now most roads lead to adequate means of national defense. This go-to-college venture is part of the needed defense. It is confidently expected that the young men of the land, yet under 21, will show themselves not less loyal than their kin and countrymen fighting under the colors abroad; and, in time, under the tutelage of our colleges and universities, not less fit for strenuous service than they.

There is now a chance for every youth of this class to acquire, not only a specific training for military service, but a disci-

pline for life and for a larger social service, as a uniformed member of the nation's great army of defense. The confidence and encouragement of the body of teachers, also, will add to the effectiveness of the training and stimulate the patriotism of the youth.



WHILE the Government, the Schools, the American Society for Thrift and various organizations are using their utmost endeavors to inculcate in the national and individual mind the necessity for economy, a prominent City Daily displays regularly the following advertisement:

"Dress Well On Credit.

Women's and Men's Fall Styles

——Credit Co.——St. (Advt.)"

This may be profitable to the newspaper and no doubt brings large volumes of business to the advertiser. We have a feeling, however, that there should be some authority to handle such matters. When the Government does not hesitate to condemn profiteering, and is justified in asking every one to help to the limit of capacity in financing the war, it should not permit self seeking business houses to "pull the wool" over the eyes of young men and women working on small salaries by inducing them to mortgage their future by buying on credit. The practice is wrong.



How often has the spirit moved us to remark with voice and pen upon the significant work accomplished by our army of capable, inspiring, self-sacrificing women teachers! How frequently have we

**Teacher and Pupil
Mutually Honored**

advocated fair treatment of these teachers, both as to adequate salary and proper tenure. Just as insistently have we advocated the raising of professional standards and the

sifting from the profession all, whether men or women, who do not measure up. We quote from a letter just received from one of California's best known and most thoroughly equipped women teachers and administrators:

"Now that the world acknowledges the worth of our U. S. troops, the excellency of their spirit, do you not think that the American 'School Marm' is justified of her pupils? Would it not be fair to her that American boys taught in America by American women do not turn out to be 'effeminate men'; but, rather, prove to be in spite of oft expressed alarm at 'the growing preponderance of our women teachers', verile, aggressive men."

Here is a statement, timely and well put. Our men and women over seas, and those as honorably engaged at home, of their every deed and act pay highest honor to their teachers. Criticize as we may the American school, its product has justified itself. Surely no thoughtful person or one qualified to judge has aught but praise and appreciation for the women of our profession.

Let us, however, not blind ourselves to the weaknesses of our schools as so well shown during the months past. Because salaries are inadequate and professional standards less than they should be, 5,000,000 of our youth are taught by immature girls. Many of our best qualified women and large numbers of our men are leaving the service of the school to seek in other fields a living wage.

As the teachers in our schools are largely responsible for the training that has prepared our boys for the great conflict, so to the teachers of the school of tomorrow must we look to train properly for that sensitive period that shall follow the war. What the school needs is *teachers*. What every boy needs before he completes his eighth school year is instruction from both women and men teachers. It is not criticism of each other

we want. It is a working together that the hands of all be strengthened; that the schools be improved, and that a living wage be paid both men and women that they be retained in the service of the rising generation.

Good as are the schools and our teachers, the war has shown the necessity for a school of still greater power to mould and shape and inspire; an institution and a teaching that shall lay mental, moral and physical foundations. The worth of the teacher is today appreciated. The schools have at last been discovered. Working and standing together under the opportunity presented by the war,—an opportunity that otherwise would not have come in two decades—the schools may be properly financed and the teacher adequately paid. Shall we so stand and work!

* * *

THE practice of economy is at last finding its way into the paper industries. The War Industries Board, if recent statements can be credited, have ordered a reduction of 50% or less during the period of the war in the amount of paper used in the making of textbooks for schools and colleges. Publishers have been requested to refrain from issuing books that are not essential to the best interest of the schools at this time and to reduce the size of these as much as possible. The Board has also advised school authorities against making changes in textbooks except where books now in use are clearly unsuited to the needs of the schools.

All this is perhaps as it should be but economy should begin where it is most needed and where it can be practiced to the best advantage. More paper can be saved in one day throughout the United States by cutting down on the size of great dailies than would be used on textbooks in a considerable period of time. We pay one, two or five cents for a daily upon

the street and waste valuable time plowing through its pages to get information that could have been put in very small space. Some of the Sunday editions contain as much paper as is to be found in a large book. It frequently happens, and especially in this war period, that edition after edition of a daily paper is issued during the day with very little change but the headlines, and these largely for the purpose of selling the paper.

It is true that our greatest needs just now may be to conserve book papers or coated stock. The time is ripe nevertheless for a censorship, not only such as we have at Washington in the matter of keeping from the public press certain facts which should not be openly revealed, but as well this censorship should apply to the amount of space to be used. It should particularly apply to the elimination of much material that is not only injurious but causes great waste of time on the part of the reading public.

* * *

THERE is included on page 407 of this issue of the NEWS a statement regarding the recent meeting of the National Education Association at Pittsburgh, giving a resume of important matters coming under discussion, reports, resolutions and the like. There will also be found in this article a statement regarding the work of the Commission on the National Emergency in Education, plans for a greater centralizing of educational activities in the Federal Government, digest of the proposal bill to create a Secretaryship in Education, and other important national movements. It is felt that every teacher in the state and in the nation should be made familiar with the principal results coming from this meeting, which was without doubt the most significant educational gathering ever held in this country.

**Start on
the Street**

**N. E. A. at
Pittsburgh**

SOCIALIZING THE SCHOOL

H. B. WILSON

Superintendent of Schools, Berkeley California

THE large objective in modern education is to socialize the school. A socialized school is one so organized that the work, activities and methods are such that the result is directly a functional product. The first essential of a socialized school is a body of right objectives for its guidance. The socialized school accepts as its general objective the training of the oncoming citizens for social efficiency. Involved in this phrase, which states the large goal of the modern school, are five phases of efficiency—(1) health or vital, (2) vocational, (3) avocational or leisure, (4) civic, and (5) moral and religious. The basis for all phases of one's efficiency is a good body, kept in good health and up to good physical tone. One must be efficient in the thing that he does to earn his bread and butter—the physical necessities of life. He must be able to do successfully and well his daily work. At the same time, he must realize that the modern day occupies but one-third of the 24 hours of the natural day. One has much time for use, therefore, which is neither spent in rest nor work. Education must do as much as possible to equip people to use their leisure time properly and wholesomely to themselves and others. While one is a worker at some occupation he is also a citizen and sustains his relationships as a citizen to the civic affairs of the town, the county, the state, and the nation in which he lives. An essential to efficiency in his work, during leisure, and as a citizen, is a right moral and religious background and outlook.

Informational Values

If one would be efficient from every standpoint, he must, in the first place, possess a sufficient body of accurate and up-to-date information. It is readily seen that right knowledge is the fundamental basis of efficient action. In the second place, owing to the manifold and complex character of our acts, it is evident most of our information does not function consciously. It must therefore be reduced to the plane of habits and skills. This is the large burden of the teacher's efforts in good schools, particularly in the first six grades, when teachers are seeking to render automatic the basic

equipment in writing, spelling, reading, figuring, talking, composing, and so on. In the third place, he needs a wholesome, right attitude growing out of his right appreciations and prejudices. In the final analysis, the thing upon which one places most emphasis, perhaps, in choosing his friends and in making appointments to responsible positions, is the fundamental attitude of the individual in question.

Clarify Subject Matter

Not only must the socialized school work towards its goal guided by right objectives, but it must have as a means of enabling pupils to realize the desired outcomes an appropriate body of materials in the course of study. Investigations during the last few years have made it clear that only those materials which have a large value in relation to the outcomes should be retained in the curriculum. For example, only those words should be specified for teaching in spelling which, experience shows, people outside the schools generally try to write. Other words which they might occasionally wish to spell, and large quantities of words which are entirely outside the child's vocabulary of concrete experience, should be omitted from the spelling lists. Similarly, useless topics and long, involved problems in arithmetic such as are not met in the ordinary actual business affairs of life, should be eliminated and the attention and emphasis placed upon those things which experience shows there is large need to know and use with accuracy and dispatch. Also, in geography, large quantities of information of an encyclopedic character should be eliminated, that the outstanding facts which are needed by people in ordinary business experiences may be taught thoroughly in the interest of clearness and permanency. Similarly, the content in technical grammar, physiology, American history, chemistry, physics, higher mathematics, needs to be determined in light of the large interests of the pupils and of their background of experience, and in view of what their needs will probably be when they go out to do the world's work, as judged by the needs of mature persons now engaged in doing the world's work.

The reason our pupils have been weak is

not that we have been teaching too many subjects, but it is that we have been attempting to teach too many meaningless, useless, non-significant things in the course of study. Whenever we reduce the content in each subject, we shall have left a body of material which will not only render service in meeting the responsibilities of mature life, but a body of materials which will possess significance and meaning and purpose for the pupils during mastery. Such a body of materials may be satisfactorily motivated, with the result that mastery will be easy as well as more certain.

Proper Standards Desirable

Not only does the socialized school demand the guidance of right objectives and an appropriate body of materials in the course of study as the basis upon which to proceed, but it likewise requires proper standards by which to judge the progress toward the goal. These standards are of two kinds: (1) standards of discipline and control, and (2) standards of attainment in work. Ordinarily, teachers are concerned about standards of discipline and control because of their convenience in managing and teaching their pupils. They insist upon punctuality and regularity of attendance, quiet and order, neatness, accuracy, honesty on work, and politeness and courtesy in the social relations of the school, primarily because it enables the school to run easily and smoothly. The successful operation of the school is, of course, one justification of these standards. The larger justification of them, however, is that the individual who is working under them and who is thereby incorporating them into his own personality, must possess them by the time he leaves the school if he would go out to the world's work successfully and satisfactorily. The business world is able to enforce its standards of punctuality, neatness, accuracy, honesty, courtesy, and so on, largely because of the faithful work which is done in good schools in the establishment of these standards as a part of the permanent equipment of the pupils. Or, to state it from the standpoint of the worker, to the extent that the pupils who leave the schools are able to do the work of the world, it is because they have been equipped with those standards which the business world rigorously imposes upon those whom it pronounces satisfactory.

Cooperation

The business world has thoroughly demonstrated that the keynote in any organization promising success is co-operation. The school which trains most successfully for social efficiency recognizes that the attack which pupils should make on new problems and subject-matter under the teacher's leadership is the co-operative attack. The result is that each student is working not alone as though he were isolated on an island, but from the standpoint of his interests with whatever ability he possesses upon a general problem with which the entire group is concerned, with the object of all sharing the results of their study and work during the recitation period. The recitation period is not an individual matter between the teacher and pupils, in which each pupil sits and looks and listens, merely answering when "pumped" by the teacher, but it is a socialized situation, in which the pupils make their contributions under the umpiring of the teacher very much as mature people make their contributions in a round-table discussion.

The method of procedure of the teacher with her students is likewise employed by the principal of the school in relation to the teaching staff in any school which is thoroughly socialized and in which co-operation is the keynote. Instead of assuming, as principals formerly did, that he knows all the needs of the school and is able personally to determine all its plans and policies, he meets the teachers frequently for the purpose of discussing problems and determining plans and policies in round-table fashion. He realizes that his large function is bringing of vision, leadership, and general point of view in the setting up of policies, and executive ability which is sympathetic at the same time that it is efficient in the execution of the management of the school. His dominant concern, however, is not with issuing orders, but rather in providing ways and means by which all of the best ideas possessed by the faculty may function in the progressive development of the school.

Nor is the co-operative spirit permeating the organization and machinery of the school confined to the classroom and to the principal's relation to the teachers. It likewise manifests itself in the establishment and up-building of manifold school and community relationships. A modern socialized school

does not consist of well secured walls in a substantial building, within which teachers and pupils meet during certain hours five days per week. Rather, it is a school which is relating itself to community problems and needs. To that end, it welcomes opportunities for acquainting the interested, intelligent citizens of the community with what the school is trying to do and with its methods of work. Opportunities are therefore provided the citizens for visiting the work of the school, that they may become familiar with it. Parent-teacher organizations are established, school exhibits are arranged for, times for visiting regular work are announced. Following these opportunities extended to the patrons, in which they are kept familiar with the work of the school, conferences are arranged that the results of the best thinking of the lay school men and women may be focused back in the improvement of the school. By reason of these co-operative relations, the school is becoming more sensitive in reference to the subject-matter content in the various subjects which possess functional value. Likewise, the new subjects, such as agriculture, commercial work, cooking, sewing, manual training, are being directed to the teaching of that information and to the employment of those methods which will more nearly guarantee that the training provided in these subjects shall really equip the students successfully to take up the work for which they are preparing.

Checking Results

Finally, the socialized school plans for the regular systematic and scientific checking of the results which it is securing. This checking is so planned that the progress toward the goal set up is definitely measured from time to time with due regard to standards of attainment and work which have been objectively projected as a guide to the teacher in her efforts to produce the desired outcomes by the end of the school course. Fortunately, the progress of the last decade in the development of means for measuring efficiency and progress enables us to measure with approximate accuracy the progress of any group of students in all of those lines of work to which the standard tests which have been developed are applicable. Unfortunately, the application of these tests as yet is limited mainly to the measurement

of the results of drill, teaching in writing, spelling, mathematics, reading, composition. Only a very limited progress has been made in the standardization and measurement of reasoning ability. This is confined to reading and arithmetic.

We shall not be able to measure our results satisfactorily from all standpoints, of course, until further scientific study has established those outlines which are essential to social efficiency. We must not only know more accurately than we yet do what knowledge, habits, and skills, and what types of attitudes function in social situations, but we must likewise know what contributions each of these subjects of study should make in the upbuilding of these outcomes which are of such importance. Along with our progress toward these definitions, we must improve and refine our means of measuring the progress of pupils from grade to grade in the various subjects and activities of the school which are intended to produce the desired outcomes.

The socialized school is consciously striving in all of its activities so to develop pupils that by the time they leave the school they will be as well equipped for successful service as they could reasonably be expected to be in view of the time spent in school. Neither knowledge, nor culture, nor discipline, nor even morality, is sought as an outcome in the socialized school just for its own sake. Any of these outcomes which are secured is sought because of its value in fitting the individual for efficient social service.

FOUND ON THE BODY OF AN AUSTRALIAN SOLDIER

*Ye that have faith to look with fearless eyes
Beyond the tragedy of a world of strife,
And know that out of death and night shall rise
The dawn of ampler life:
Rejoice, whatever anguish rend the heart,
That God has given you the priceless dower
To live in these great times and have your part
In Freedom's crowning hour;
That ye may tell your sons who see the light
High in the heavens—their heritage to take—
"I saw the powers of darkness take their flight;
I saw the morning break".*

Copied from Belmont, Mass. Patriot,
By The Christian Science Monitor.

THE FORMAL DISCIPLINE PROBLEM: THREE LINES OF ATTACK

CARLETON W. WASHBURN
State Normal School, San Francisco

THE question of formal discipline is evidently still a very live issue, among school men at least, judging from the vigorous discussion which has been running through various numbers of a well known school journal.

There are three general views held on the subject: first the full-fledged formal discipline view, to the effect that training a certain ability or faculty of the mind on one sort of material enables you to use this ability or faculty on a totally unrelated sort of material; second, the exactly opposite viewpoint, that "you train what you train"—i. e., each training is absolutely specific to the subject in which you train—there is no transfer whatever; and between the extremes, a middle ground, to the effect that while there is no such thing as general transfer, still there is a certain "spread" or "induction" by which training on one sort of material affects your reaction toward certain very similar materials, even though there be no absolutely common element involved. Or, to put the three views concretely, the formal disciplinist would say that training the reasoning power by mathematics would make one a better lawyer or medical diagnostician; the non-transferist would say that training in geometry helped geometry but had nothing to do with, say, trigonometry, except in so far as you used identical factors in both; and the inductionist would grant a slight transfer from one form of mathematics to a similar form, regardless of a common element, while denying any appreciable spread to legal reasoning or medical diagnosis.

Formal Discipline

Apparently most science and mathematics teachers, in the central states at least, belong to the formal discipline group. For in answer to Koos's extensive questionnaire,¹ the disciplinary values of these studies were placed far above any other values—chemistry, for instance, is seemingly taught not to give the students any particular knowledge of chemistry either for its own sake or for its practical bearings on life, but to make them

into thinkers, reasoners, observers and honest men. And geometry was assigned disciplinary value in 169 cases as against 26 cases where it was thought to be in any way practical.

Most of our writers and philosophers on educational psychology, on the other hand—such as Dewey, Thorndike, Hollingworth, Flexner and many others—take the non-transferist attitude, or at the most grant a limited and inefficient spread.

The problem is a vital one. On it hinges the retention of some courses in our curriculum and the methods of teaching and points of emphasis of many others. It may be attacked in at least three different ways, to wit, from the standpoint of the physiological work on reflexes, from the standpoint of common sense practice in everyday life, and from that of direct psychological experimentation.

The Reflexes

The physiology of the reflexes is very solid ground to start on. As far as the physiology of the reflexes themselves go, the experimentation is accurate, rigorous, and conclusive. But when we attempt to "carry over" the work done on reflexes to mental processes, we must admit that we are not quite so rigorous. Still, the assumption that when we "use our brains" nerve impulses are passing through brain cells according to the same general laws as are obeyed by nerve impulses passing through reflex arcs, is not an assumption devoid of support. Both clinical and experimental evidence point strongly to this conclusion.

Work on the physiology of the reflexes leads to the following very definite results, germane to our present enquiry: Certain reflexes are allied—i. e., are frequently used at the same time and are mutually helpful. If a nerve impulse passes over one of these reflex arcs, the thresholds along the other are automatically lowered. In other words, it requires a less intense stimulus to send a nerve impulse over the second arc if its ally, the first, is in use. Sherrington² calls this phenomenon "spinal induction" and compares it to the spread of visual images, such as

¹ Leonard V. Koos, *The Administration of Secondary School Units*, University of Chicago Press, July, 1917.

² Sherrington, *The Integrative Action of the Nervous System*, pp. 123-127.

makes a star seem to have rays when we look at it.

But while allied reflexes lower each other's thresholds, there are also such things as antagonistic reflexes. Take, for instance, the nerves to the muscles that bend your arm and those to the muscles that extend your arm. It has been shown³ that the thresholds to a set of nerves like the first are definitely raised by any impulse that flows over the second set. That is, while you are bending your arm it would require a much more intense stimulus to send an effective impulse to the nerves to the extensor muscles than would be required if you were not bending your arm. Still other reflexes are apparently independent of each other—it is unlikely, for instance, that the bending of your foot when it is being tickled would be especially affected by some small object coming near enough your eye to cause you to wink—provided, that is, that neither stimulus was intense. But the more intense a stimulus, the more general is its spread to other arcs which are not antagonistic to it.

Assuming that these laws hold good for nerve impulses passing through cerebral cells we should expect to find a certain amount of "spread" or "cerebral induction" from the set of nerve cells actually in use to allied or associated sets. In this way, sitting at a school desk, for instance, may be closely associated in a pupil's mind with doing an arithmetic problem. If it is, the mere act of sitting at the desk would lower his thresholds to the arithmetic stimuli—a fact amply born out by experience. On the other hand, if there are antagonistic groups of brain cells, we should find that reasoning on certain things or memorizing certain others might actually inhibit certain other forms of reasoning or memory—an inference again born out by experimental evidence.⁴

From the physiology of the reflexes, therefore, we should expect some spread of training among closely allied mental acts, some interference between antagonistic ones, even though both came under the same general name such as reason or memory, and some other—and this is probably far the greatest number—mental acts which apparently fail to affect each other at all.

Non-transfer Theory

The second method of attack on the formal discipline problem is scarcely a scientific one. Yet our common sense practice based on everyday observation may not be far afield from the truth. The only trouble is that there is a distinct difference between the theory of the man on the street and his practice. In theory most people who have not studied the question, and some who have studied it, assume formal discipline, and with it "faculty" psychology. The Chicago Mathematics Club, for instance, gathered the opinions of many of the leading business and professional men of Chicago⁵ concerning the advantage to them in their success of the mathematics they had had in high school. The great majority of them stated unhesitatingly that the mathematics had been of little or no direct use, but that the mental training they had received from it had been of the utmost value. The argument most people tend to use runs something like this: "Of course you can train your memory by memorizing anything—it's like exercising your muscle. It doesn't matter what you exercise your muscle on, it gets stronger and can be used better for other things. It's the same way with your brain."

Yet in practice, as Sleight⁶ says, "He would certainly call into question the sanity of the ministry which would transfer the most gifted of chess players to the head of the army in time of war. . . . Every normal teacher has discovered in his class children who reason well in arithmetic and seem stupid in prose analysis; others who observe flora but not fauna; letters but not figures; others who remember easily the most recent cricket scores, but forget easily how many pounds to the ton."

Certainly the practice of business men and all other practical people shows no indications of accepting formal discipline as even a working hypothesis. Our common sense observation and practice bear out the physiological argument: The training we give ourselves in one type of reasoning, memory, judgment, etc., is not necessarily of any benefit whatever to other types of mental acts called by the same names—in fact it seems sometimes to be antagonistic to them.

³ Sherrington, *Op. cit.*, pp. 135-142.

⁴ Judd, *Special Training and General Intelligence*, Ed. Rev., June, 1908, pp. 36-7.

⁵ School and Society, Nov. 17, 1917, pp. 576-82.

⁶ Sleight, *Educational Values and Methods*, p. 3.

Experimental Attack

Finally, there is the direct experimental attack on the training. William James was the first to give this widespread publicity in his classic, simple, but not very rigorous experiments in memorizing verse.⁷ You remember that James and some of his students timed themselves in memorizing a certain number of lines of a poem, then trained themselves for some days by memorizing other poems. Then they went back to the original poem and timed themselves on memorizing the next group of lines. They found no perceptible increase in efficiency.

These results were completely upset and reversed, however, by a series of more scientific experiments. Meumann in 1904,⁸ Coover and Angell in 1907,⁹ Fracker¹⁰ and Winch¹¹ in 1908, attacked the problem in a variety of ways, and all came to the conclusion that general transfer of training was possible. But each of these experiments, when subjected to critical analysis, become distinctly inconclusive. A detailed discussion of the flaws of the individual experiments is out of place in this article. But the reader who is interested in this phase of the question will find a readable and careful analysis of the experiments on both sides of the question in the first four chapters of Sleight's *Educational Values and Methods*.¹²

On the other side, Thorndike and Woodward¹³ concluded from their experiments that "improvement on any single mental function need not improve the ability in functions commonly called by the same name. It may injure it;" and "improvement in any single mental function rarely brings about equal improvement in any other mental function, no matter how similar." Judd in 1908¹⁴ and a more recent test referred to by Hol-

lingworth and Poffenberger¹⁵ confirmed this conclusion. But the obvious disagreement between experimenters has led to serious discussion of the formal discipline question by people of standing. This has come out forcibly in the long-range bombardment of each other during the past few months by Chas. N. Moore of Cincinnati and E. C. Moore of Los Angeles, in *School and Society*.¹⁶ The Chicago Mathematics Club reinforced the formal discipline Moore (Chas. N.) and Professor Snedden acted as reserve for E. C. And the discussion ended rather inconclusively.

The experimental work, however, has not ended and is much more conclusive. By all odds the most conclusive, elaborate, and rigorous of the experiments on formal discipline are those conducted by Sleight¹⁷ in the public schools and teacher's training college in London, and those still more recently conducted by Rugg at the University of Illinois.¹⁸ Sleight, after critically examining all previous work along this line, with its contradictory conclusions, devised a series of experiments (with the co-operation of Professor C. Spearman, Director of the Psychological Laboratory, University of London) in which he avoided the various pitfalls into which the earlier experimenters had fallen.¹⁹ After carefully tabulating his data, Sleight reached the following general conclusions, among others: "There was * * no general improvement of the trained over the untrained. That is to say, the training did not improve what has been wrongly called 'the memory'. Its effect was quite specific, affecting some tests and not others. There was no sign of any 'formal discipline' such as Meumann thought he had discovered. . . . It was possible, if the effects of the training had been at all general, for 90 items to have shown this result; instead of this we find only 10 items which give any reliable indication that the practices exercised any influence whatever. The result of the specific training was thus in about nine-

⁷ James, *Psychology*, pp. 666-8, footnotes.

⁸ Ebert and Meumann, *Ueber einige Grundfragen der Psychologie der Uebungsphanomena im Bereiche des Gedächtnisses*, *Archiv f. ges. Psychol.*, 1904, iv, 1-232.

⁹ Coover and Angell, *Am. Jour. of Psychol.*, 1907, xviii, 328-40.

¹⁰ Fracker, *On the Transfer of Training in Memory*, *Psy. Rev. Monog. Sup.*, 1908, ix, 56-102.

¹¹ Winch, *Jour. of Psy.*, 1908, ii, 284; 1910, iii, 386, 405.

¹² W. G. Sleight, M. A., D. Lit., *Educational Values and Methods*, Based on the Principles of the Training Process. Oxford, 1915.

¹³ Thorndike and Woodward, *The Influence of Improvement in One Mental Function upon other Mental Functions*, *Psy. Rev.*, 1901 iii, 247-61; 384-95; 553-64.

¹⁴ Judd, *Special Training and General Intelligence*, Ed. Rev., June, 1908, pp. 36-7.

¹⁵ Hollingworth and Poffenberger, *Applied Psychology*, Appleton's, 1917.

¹⁶ *School and Society* for Oct. 27, Nov. 17, Dec. 1, 1917; Jan. 12, Feb. 2, Mch. 9, 1918.

¹⁷ Sleight, *op. cit.*, pp. 60-74, and Sleight, *Jour. of Psy.*, Dec. 1911, pp. 413 et seq.

¹⁸ Rugg, Harold O., *The Experimental Determination of Mental Discipline in School Studies*, Warwick and York, Baltimore, 1916.

¹⁹ Chas. N. Moore makes a meager attempt to refute Sleight in the *Educational Review* for Oct., 1917. Vol. liv, pp. 245-55.

tenths of the tests nil; in a few cases only was it effective in producing improvement; in one case it had an impeding effect. **There is therefore nothing to warrant the assumption of a general memory development.** . . . With the establishment of this fact, the whole house of cards hitherto known as 'formal memory training' and 'memory gymnastics' collapses. And if this be the case with memory, it may be equally so with the functions known as judgment, observation, and others. . . . In those few cases where improvement was brought about in one exercise through practice in another . . . the improvement is never equal to that made in the practice medium itself. . . . There is ample evidence that the effects of 'direct' outweigh immeasurably those of 'indirect' training, and inferentially that the schools have occasionally wasted much valuable time."

Rugg's more recent work was on training students to visualize one type of material and then testing them in the visualization of different sorts of material. On material of the same type as that in which they were trained he found an improvement after the training of 31%, in the trained students over the untrained; on material somewhat like the training material, he found an improvement of 20% in the trained students over the untrained; while in tests like mental short division, quite different on the whole from the visualization of projected parts of machines in which the students had been trained, the improvement of trained over untrained was only 7%. In other words, with Rugg, as with Sleight and Judd and others, there was a slight transfer of training, rapidly diminishing as the material of the tests became less and less like the material of the training.

To sum up—We had three definite ways of attacking the formal discipline problem. The physiology of the reflexes tended to show that a slight transfer of training might take place between closely allied acts, but that there are also antagonistic reflexes which might cause one act to inhibit another, even though both come under the same general name. Our observation of common sense practice led to much the same conclusion—we expect a mathematician to be expert even in a new field of mathematics, but are inclined to regard him as an absent minded professor when it comes to reasoning about

other things in life. And finally, in spite of some conflict among experimenters, the best and most recent experimentation leads still to the conclusion that "there ain't no sich animal" as **general** transfer of training, otherwise known as formal discipline.

Flaws can readily be found in all three methods of attack—the assumptions and contradictions have been pointed out in each as we went along. But most assuredly the foundations of formal discipline have been seriously undermined. There is absolutely no unassailable evidence in favor of it. And surely we dare not build any portion of our methods or subject matter in education upon such a wobbly foundation. The time has come when any subjects or methods whose position in our curriculum is based solely or chiefly upon their supposed disciplinary value, will either have to leap with agility to some more secure basis or be drowned out of our educational system.

AMERICA, MY COUNTRY

By Jens K. Grondahl

America, my country, I come at thy call;
I plight thee my troth and I give thee my all;
In peace or in war I am wed to thy weal—
I'll carry thy flag thru the fire and the steel.
Unsullied it floats o'er our peace-loving race,
On sea nor on land shall it suffer disgrace;
In rev'rence I kneel at sweet liberty's shrine:
America, my country, command, I am thine!

America, my country, brave souls gave thee birth—

They yearned for a haven of freedom on earth;
And when thy proud flag to the winds was unfurled,

There came to thy shores the oppressed of the world.

Thy milk and thy honey flow freely for all—
Who takes of thy bounty shall come at thy call;
Who quaffs of thy nectar of freedom shall say:
America, my country, command, I obey!

America, my country, now come is thy hour—
The Lord of hosts counts on thy courage and power;

Humanity pleads for the strength of thy hand,
Lest liberty perish on sea and on land.

Thou guardian of freedom, thou keeper of right,
When liberty bleeds we may trust in thy might,
Divine right of kings or our freedom must fall—
America, my country, I come at thy call!

Chorus:

America, my country, I answer thy call,
That freedom may live and that tyrants may fall;

I owe thee my all and my all will I give—
I do and I die that America may live.

AMERICANIZATION

LEWIS B. AVERY

Assistant Superintendent of Schools, Oakland, California

THERE are three lines of Americanization that the public schools must undertake:

1. The immigrant must be met by a well organized scheme for giving him the English language; for explaining to him the modes of life and government under which he is to live; for counseling with him regarding his financial affairs, how to keep his money and how to spend it; regarding health and sanitation; how the government of the city in which he lives is beneficent in purpose as exhibited in the purpose and operation of its various departments,—the fire department, the police department, the street department, the sanitary department, etc.; regarding the care of his children; regarding home conditions; regarding the public school privileges and how to profit by them. In other words he must be taught American standards of living, American purposes in life and be put in a position where he may gain the means of enjoying life, liberty, and the pursuit of happiness as the possibility of it exists here in the United States.

2. A much less evident need but just as essential to Americanization calls for a totally different program. We have stated that the immigrant must be put in possession of American Standards and modes of living. The question immediately arises as to what are American standards and the more one examines into the situation the more he must be convinced that we are as yet unstandardized. We do not know what Democracy really is. Our school children are taught the word "Democracy" and our teachers today are frantically attempting to teach them about Democracy but the teachers themselves have no concerted standard of Democracy to teach to the children. Our educational leaders are only less confused than those of Russia as to the true inwardness of Democracy. It is supposed to have something to do with liberty and freedom and the popular idea of the word, I imagine, would be found to have to do with unrestricted personal liberty. If this be true it remains to show that democratic government must be made just as strong as autocratic government in time of need, if it is to stand the test. Our present time of trial will certainly illustrate what should be true authority in

democratic government, that it must be able to meet any social emergency. The difference between it and autocracy being in the right of the governed at stated times to modify or change the modes and personnel of their government; even where the Initiative, Referendum, and Recall are in full swing, this may be done at any time, and still the government maintain its power and its efficiency. This is in no way following anarchy which is really idealized by many people consciously or unconsciously. I am of the opinion that our schools must as thoroughly enforce the idea of the sanctity of the government as the schools of Prussia have done excepting that the ultimate power shall rest here with the people rather than with the family of rulers. We shall have to inculcate a larger respect for government than we are at present doing. The good things in our city government must be emphasized day in and day out as well as the good things in our state and national government. At present political competition keeps the air full with the evil things chiefly in government, and suspicion is the first thing our immigrant meets in connection with the new government under which he is to live and a part of which he is invited to be. Until this can be changed we can never make good Americans no matter how much we enlighten our immigrants.

We shall also have to use the schools definitely to teach that taxes are not made to be avoided but to be used. Taxation properly administered is at the foundation of all governmental activities. The public improvements, public utilities and public education supported by taxation are the thermometer of progress in any community indicating as they do the extent to which the community has pooled its issues and united practically all its modes of living. This is the acid test of Americanization.

3. We have got to carry on a campaign against race prejudice. Immigrants cannot be met in a patronizing spirit. If we ask them to come to us we must go to them. We cannot be too good to meet them nor our children too good to play with their children. The color of the skin must cease

to divide us in so far as community activities are concerned.

I have briefly presented the three phases of Americanization. Our people are to be educated in these lines effectively only when we shall through our best educational leadership have the teachers of our city and the teachers of our land clearly instructed as to

the underlying principles in each of these fields so that we shall cease to work at crossed purposes,—so that we shall be teaching the same things. With the proper scheme for the education of our immigrants, the proper standards for ourselves, and the proper spirit of fraternity we may be able to do something with Americanization.

READING AND STUDY COURSES FOR TEACHERS

IN the June issue of the News, mention was made of the recently established Study Classes for Reading Circle work for teachers of Southern California. This was under resolution of the C. T. A. Southern Section, in December 1917. It was hoped that, before the schools opened this Fall, the NEWS might be able to publish a statement of the work done in the seven courses during the Spring time. The official report has not been received.

But the venture is too important, not for that section only, but for the state, to be passed by with no more than the brief notice of last June. Almost a generation ago, State Reading Circles were common in the middle west. About 1890, the writer was a member, and, for years, President of the Circle in one of those states, and may be allowed to say that the reading reached half the teachers of the state, led to an accession of professional interest among teachers, stimulated academic studies among them, and reacted noticeably upon the school-room practice. It led also, to the organization of Pupil Reading Circles that enrolled at times, more than 250,000 children and young people. This increased both the demand and the supply of school and home libraries; and was effective in fixing, in thousands of people, both youth and adult, the reading habit. The organization continued for many years, and, so far as the writer knows, may be in operation yet.

It is evident from the prospectus in Southern California that the plan is meant to cover, not professional subjects only, but important academic studies, too,—especially biology (with whose educational findings every teacher should be familiar); history, especially in its civic and applied relations; sociology, both the general science and as it appears in educational sociology, and so-

cial psychology; and modern studies in economics and industry.

It is no criticism upon conscientious and scholarly trained teachers, to say that it is one of the large and difficult problems of the profession, how to lessen or prevent the deadening tendencies of the more or less routine class-room teaching; and how they may be helped to continue growing, stimulated to the student attitude, and to professional improvement. One means to the accomplishment of this purpose is the Reading Circle. Southern California is to be commended for this undertaking; and to be congratulated on the initial success. Other sections of the state should, and it is to be hoped, will be profited by the new effort to vitalize the teacher, both for himself and for his class-room service.

Some details of the plan outlined by President E. C. Moore of the Southern Section include the conduct of the various courses by specialists in the several subjects. Request is made that a teacher enroll in but one course. The various groups are scheduled to meet their leaders at stated periods. The courses will close at the time of the Association meeting in December, when the leader of each section will give a course of five lectures upon his special topic. The names of the leaders, designation of courses and titles of books to be used will be found on page 355 of our June issue.

All teachers desiring to enroll should send their name at once to Dr. A. E. Wilson, Principal Manual Arts High School, Los Angeles. This is an opportunity made possible by President Moore that should be appreciated, and advantage should be taken of it by many. Reading and Study Circles for teachers, and Reading Circles for pupils should soon be established throughout the state.

PRIMARY SCHOOL REORGANIZED

A. J. HAMILTON

Principal of the Washington School, Berkeley, California

THE organization of the Washington School, Berkeley, until August, 1917 was on the old one-teacher plan. Then the present program was introduced. During the school year of 1916-17 an effort was made to measure the results in the fundamentals by the use of standardized educational measurements. Dr. Curtis' tests were used for measuring the four fundamental operations in arithmetic; Dr. Starch's tests, for measuring reasoning in arithmetic, spelling, and speed and comprehension in reading; and Dr. Thorndike's scale for measuring speed and quality of penmanship. The results were not flattering, except perhaps in reading where all classes measured above the standard set, due, we believe, to the very excellent work done among the teachers along this line by Miss Patterson while Supervisor of Primary Education in the Berkeley schools a few years ago. After tabulating these results teachers' meetings were held at which teachers expressed themselves quite freely as to the probable causes and possible remedies. The consensus of opinion seemed to be that if teachers of fundamentals were relieved of preparation in the so-called special subjects and that work given to teachers specially equipped in temperament and training that very much better work would result along both special and fundamental lines.

In an effort to bring this about subjects were grouped under two headings, namely, Fundamental, including arithmetic, reading, language, composition, spelling, and penmanship; and Special, including music, drawing, manual arts, nature study, geography, history, and physical training.

The Washington School is a primary school of 16 classes including the kindergarten and the first six years. Of these, six classes are composed of children in the kindergarten and the first and second years. All receiving class teachers remain with their classes through two years' work. Then the classes are ready for the departmental plan. Receiving classes are divided when there are two or more sections on the basis of mentality thus making it possible for the stronger ones to complete two years' work in three terms.

Of the ten teachers that formerly cared for the 10 classes above the second year, five were selected for special work, assigning them as follows: one, to music; one, to drawing and primary manual training; (Woodwork, sewing, and cooking being done by special teachers in centers equipped for such work, Washington School being one of these.) one, to history; one, to nature study and geography; and one, to physical education, thus, leaving five teachers for the fundamentals in 10 classes. Of these five teachers, one was given the 6A and the 6B classes; one, the 5A and the 5B; one, two sections of the 4A; one, the 4B and the 3A; and one, two sections of the 3B.

The program is so divided that each pupil spends half of his time with a fundamental teacher and the other half, in half hour periods, with special teachers. Each class above the second year has a 30 minute period in the yard, 10 minutes of which is given to formal physical training, and 20 minutes to organized play under the guidance of the physical training teachers. When the plan was started the teachers were all very enthusiastic over their assignments and the outlook for better results. And now after several months they are more enthusiastic and quite unwilling to revert to the old one-teacher arrangement. True, their work is more strenuous but they believe that the school plant is for the child rather than the teacher.

Of the many advantages of the present plan the following are perhaps the most important:

1. It provides for special teaching in subjects that require more training to teach efficiently than the present system of training schools give.
2. Provides for special rooms fully equipped to create the proper atmosphere that belongs where these subjects are being taught.
3. Increases the efficiency of supervisors by reducing the number of teachers under their supervision.
4. Assures more thorough teaching of special subjects inasmuch as special teachers are made responsible for the proper training of the child in her subject through four years.

5. Assures more thorough preparation on the part of teachers of fundamentals by reducing the number of subjects in which preparation is required.

6. Eliminates interruptions of programs caused by the visits of supervisors.

7. It lives up to the spirit of the recent California state law in Physical Education by providing more than the necessary 20 minutes per day of physical training and organized play.

8. Increases the efficiency of the Physical Education department by providing for more frequent change of air and surroundings.

9. Minimizes petty problems of discipline by increasing the child's interest in his work and providing frequent change of teacher.

10. Affords an opportunity for pupils to take a double period in subjects in which they are deficient thus decreasing the number of "holdovers."

11. Bridges over the gap between the Primary and Intermediate schools by introducing the child to a modified form of departmental work thus preparing him for the responsibilities necessary to a highly departmentalized system.

12. Requires no more teachers than the obsolete one-teacher plan.

13. In a large city school system it would reduce the number of supervisors by introducing specialized teaching and reducing the number of teachers to be supervised.

14. Provides an opportunity to introduce instrumental music without interfering with the regular work, by permitting pupils to substitute it one day per week for the vocal work. (Last term one piano teacher was kept busy all day in the building, and a teacher of violin spent more than an hour per day teaching violin. Over 125 children were given an opportunity to begin their instrumental work that otherwise could not have begun.)

15. And what is perhaps more important than all else it unifies the school making of it a real social organization rather than a mere collection of class rooms.

STATE CONFERENCE ON STUDENT WAR SERVICE

CHAS. E. RUGH
University of California

THIS conference met at Berkeley Aug. 21 to consider ways and means of inducing young men of the state to enter institutions of collegiate grade and continue their training. The President of the United States has "created a new and separate branch of the Army of the United States under the authority of the Selective Service Act of May 18, 1917." Men from 18-21 matriculated in colleges or universities maintaining such corps may enlist and take military instruction to the amount of 10 hours per week and thus be in line for officers commissions.

This is Democracy's War. Intelligent moral character is the only safe-guard of democracy. Singularly enough the United States has no Department of Education at Washington. When the United States entered this war, it found some difficulty in communicating with the educational institutions and associations. The Emergency Council on Education was called into being "not only as a means of easy communication between the educational associations of the country and the Federal Government, but also as a clearing house of opinion and a starting point of action in the American

Educational World. . . . It soon became evident that most of its proposed activities were permanent in character demanding far-sight and far-planning to bring them to satisfactory fruition, and since its program was not only national in scope but involved cooperation in a distinctive national way with similar councils in other lands and with foreign governments, its name was changed to American Council of Education.

When the War Department announced the creating of the Students Army Training Corps a committee of the American Council met with President Wilson and obtained his approval of a plan to organize a commission for the express purpose of getting the young men eligible to enlist in this Students Army Training Corps to enter and continue in college.

The conference at Berkeley was held to mobilize means for making the Go-To-College Drive. When the State Director was appointed he was instructed to call upon the Governor, State Superintendent, State Board of Education and the State Council of Defense, for their co-operation. Unfortunately for this drive, the state is in the

midst of a political campaign. The State Board of Education does not meet until in September. The other sources of aid were appealed to but did not respond. It became necessary to develop public interest and other sources of aid. In order to secure sound public opinion behind the movement, the Conference aimed to develop inspiration and secure accurate information.

Dean Chas. R. Brown of Yale, representing the National Security League, spoke upon the College Man and the War.

Recorder Elliott of Stanford University discussed the Purposes and Place of the Students Army Training Corps.

Dean Putnam of the University of California, spoke upon Students Aid.

Jas. A. Barr presented a plan of financing the campaign.

A committee on recommendation reported as follows:

TO THE STATE CONFERENCE ON STUDENT WAR SERVICE

Your committee upon recommendations beg leave to suggest the following:

Whereas the movement to enlist, under certain specified conditions, men over 18 years of age, in college classes for specific training, is yet so little understood; and

Whereas, it is important that every such student, every one eligible to such recognition, be accurately informed of his privileges and patriotic obligations in the matter; and

Whereas, it is needed that the general public, school men, church organizations, womens' clubs and philanthropic individuals, be made acquainted with their opportunities here for leadership and encouragement; and

Whereas, in other states, the State Council of Defense has undertaken to finance the organization of the S. A. T. C.; to make known to such students the opportunities offered by the Corps; and to urge the youth as a patriotic duty to avail themselves of such opportunities;

Resolved that we, members of the California State conference on Student War Service, respectfully and urgently request the State Board of Education and the State Board of Control, to co-operate in securing through the State Council of Defense the necessary funds, and providing adequate publicity, office and traveling expenses to bring the venture to a successful issue.

That provision be made by the Commission to push the follow-up work, by such letters, bulletins, federal and local documents as may guide not only instructors and students, but the general public, in their privileges and rights, and to maintain the local interest; that these be mailed at frequent intervals to all young men eligible

to the S. A. T. C.; and that these communications state forcefully the plans and objects of the government, the status of the students, and of the institutions in which the corps have been organized.

That, as a part of this publicity program, the purpose be so to reach teachers, that the subject be made a part of every Institute program; to reach parents through club programs; to reach the public through meetings, posters, the press; to reach employers in the interest of the youths' further education, not his temporary exploitation in industry.

Resolved, that we commend the purpose of the national government looking to the payment to S. A. T. C. enlisted men, an amount per month equal to that accorded members of the R. O. T. C. that we urge upon college authorities and student and employment organizations, the desirability of giving preference, in the placing of students, to such of these men as may be in need of financial assistance.

It is further recommended that County Councils of Defense, by their own funds, or by popular subscription provide for the issuance of circular letters to the students within their respective districts; to hold, under the direction of, and in co-operation with the school Supts. public meetings in which the importance of the movement may be made known, and that local papers be utilized to give publicity to the "Go To College Drive."

It is further recommended that encouragement be given to organizing Scholarships for deserving youth so enlisted; by community effort, citizens' clubs, boards of trade or chambers of Commerce, churches and church organizations; by schools in the interest of their graduates; and that specific provision be asked of the Colleges offering these courses, in the way of S. A. T. C. scholarships.

And whereas war service is not confined to men, and there are numerous calls for women, over 18 years of age, capable and disposed to render war or other service in scientific and technical and professional fields;

Resolved that, in realizing the spirit of the government's students' war service work, provision should be made for women of this group, satisfying the academic and other requirements, in age, attainments and special fitness for a particular training.

(Signed) Dr. Rinehart Mr. Chamberlain
Dr. Wilson Dr. Boone, Chairman
Dr. Seaton

The coming to the University of California of Dr. John Dewey of Columbia University is attracting much interest. Dr. Dewey will offer courses during the Fall semester. He also offers a course at the Girls High School, San Francisco, on Tuesdays at 8 p. m. with course tickets at \$2.50, single tickets 50c. This course of six lectures begins on October 1, the subject being the Training of Thought.

NATIONAL LEADERS AT THE N. E. A. Digest of War Time Addresses at the Pittsburgh Meeting

The Patriotism of War Savings

Mr. E. W. Straus
President American Society for Thrift,
New York, N. Y.

There never will come a time in our national life when thrift will not be a necessity. It is as vital to our success in winning the war as powder and steel. And in the period of readjustment following the war, thrift will be just as essential. Millions of men will come home from the war to take up again the occupations of peace. The present acute scarcity of labor will be ended. The pressing demand for war supplies will be over. The inflation that now exists will subside rapidly. In this readjustment there will be need for thrift and economy to preserve the equilibrium. And as the years go on, the prodigious losses of the war must be made up through thrift. Humanity must save then what it is destroying today. The time when thrift shall not be needed—needed as vitally as food itself will never come.

And so out of the spirit of our patriotism in war savings let us also coin a new phrase—the patriotism of peace—savings.

Thrift will win the war, and after the days of bloodshed are over the nations will bind up their wounds through thrift. Through thrift alone can the rebuilding come—the rebuilding of America,—the rebuilding of the world. In peace or war, thrift is the strong right arm of civilization. Through it we have made splendid progress in the year of our belligerency. Through thrift victory will come to us—victory and peace—which let us hope will mark the end of all war for all time.

Education and Preparedness

Arthur E. Holder
Representative of Labor on Federal Board for
Vocational Education, Washington, D. C.

When we start in earnest to provide real education, to be a real preparation for life, we must first provide the means; more school revenue must be forthcoming. We cannot get something for nothing. Up to the present our educational funds have been too meager.

No generation in the history of our country has shown more patriotism and loyalty than the present generation, educated almost wholly in our public schools. Much of this credit is due to our splendid corps of teachers in the graded schools. They have earned their pay many times over. They deserve a raise in wages—a good substantial raise—over one

hundred per cent in many localities. Nothing less than 1,200 per year will be an adequate or just minimum rate for our teachers. But it can never be secured by teachers, as units, or by individual effort. They must learn how to organize and protect their trade, occupational, or professional interests like other people; they must combat opposition; they must first learn how collectively to stand upon their own feet and depend upon their own resources.

Women in Industry

Hilda Mulhauser Richards
Chief of the Woman's Division, U. S. Employment Service, Department of Labor,
Washington

To place women in industry where there are enough men available and able to do the work, would be only to lower the standards we have advocated these many years. We must not encourage the women to take positions which men are ready and able to fill for this would lower the wage standard. Neither should we encourage volunteers to take the place of wage earners, thus supplanting their sisters who need the work and are trained to do it. "Equal pay for equal work" with regard to women has been the slogan adopted by the War Labor Conference Board composed of representatives of employers and employees which recently met at the request of the Secretary of Labor, to aid in the formation of a National Labor Program for the period of the war.

Present Emergency in Education

George D. Strayer
President N. E. A. and Chairman Commission on
National Emergency in Education,
Columbia University, N. Y.

Our normal schools, which are higher educational institutions, charged with the preparation of elementary school teachers and to some extent teachers for the secondary schools, must be more liberally supported. When we come to have a national conception of education we will realize the anomaly which at present exists in retaining the normal school as a state institution. National support should be provided because teachers are trained for national service. At the present time the states which support their normal schools best are constantly engaged in the process of training teachers for other states. Teachers go wherever the best salaries are paid.

If our ideal of a properly equipped teacher for every American boy and girl is to be realized, we shall have not only to provide more

adequate support for teachers' training institutions, but we must as well provide vastly increased sums of money for teachers salaries. We cannot hope to have young men and young women spend four years in high school and from two to four years in a teacher training institution with the expectation that they may receive the miserable salaries which are now paid in most of our school systems. One who has taken these six years of training, if he is fortunate, may receive as much as \$600 to \$800 a year and has the prospect of a maximum of from \$1000 to \$1200 a year after a long period of service.

In other fields a very much shorter period of training results in much larger rewards. It is not because we would argue in favor of increasing our own salaries that we argue in favor of increasing salaries for teachers. It is only because we hope to place in every school room a better teacher. It is only because we believe that the nation cannot afford to have any but the best trained men and women in the school rooms. It is only because the future of America depends upon this investment that we would argue for more money for the support of our teachers.

Re-education of Disabled Soldiers; Canada's Experience

T. B. Kildner
Vocational Secretary, Invalid Soldiers'
Commission, Ottawa

One of the most vital problems which the "free" nations, now engaged in this War against despotism, have to face is the demilitarization of their citizen armies. As soon as it is established that a man's usefulness as a fighting unit is over he should commence upon his vocational rehabilitation. The army habit of mind under which a man literally need "take no thought for the morrow" must be overcome, and an important part of the duty of all who have to do with the industrial rehabilitation of the disabled is to help and encourage them once more to think for themselves, to act on their own initiative. In short, to "demilitarize" them for their own good and that of the community.

In Canada, as soon as a man arrives from over seas and is transferred to one of the convalescent hospitals which are established from the Atlantic to the Pacific, he is seen by a vocational officer who is always a civilian, even though, as in many instances, he may have seen active service and have been himself disabled. This officer, acting in co-operation with the medical officers, arranges that the

man shall take up some form of work at once. The value of this is three-fold; first of all it has a great therapeutic value. Work as a curative agent will often do quite as much for a man as the medical care he receives. Secondly, it has a splendid moral disciplinary value, inasmuch as it counteracts the bad effects of a prolonged period of idleness. Third, in many cases, it may have a direct bearing upon and value for the man's return to civil life.

For the more seriously disabled, that is, the men who by reason of their disability incurred on service cannot return to their former occupations, the training begun in the hospitals is continued after a man is discharged and he is given an opportunity of learning some new occupation suited to his disability. Only a small percentage of the disabled from War will require vocational re-education for a new occupation. Canadian experience shows that of the wounded and disabled returned to Canada, only about ten per cent will be unable to return to their former occupations.

Canada is training her disabled men in about 200 different occupations. This wide extent of courses has been possible through the co-operation of manufacturers who have taken men into the industries themselves for the purpose of receiving training. Had the Invalid Soldiers' Commission been confined to training in educational institutions, it is evident that a very much narrower range of occupations would have been possible.

Already, as the result of the vocational training provided for all disabled sailors and soldiers in Canada, many men as now in better positions than they occupied prior to their war experience. Vocational training and re-education have solved the problem of the old soldier, and will in turn, it is hoped, solve the problem of the cripples of industry of this nation.

A National Department of Education

John H. MacCracken
President, Lafayette College, Easton, Pa.

It was no mere chance which gave the American people a Bureau of Education at the close of the Civil War, after 20 years of academic discussion. It will not be mere chance which will give America a great department of Education at the close of the world war. It will be the uncovering by the war of great tasks to be done, both at home and abroad, through education and educated leadership.

After the war, it will be accepted as one of the essential factors in our international relations that the new Department of Education

shall have the same right to appoint and maintain educational attaches at all embassies, as the War and Navy Departments now have to maintain War and Navy attaches.

Uniformity in Statistical Reports

Nathan C. Schaeffer
State Supt. of Public Instruction,
Harrisburg, Pa.

Every teacher has reason to fear the statistical fiend. It is possible to wear out the patience and strength of teachers by ceaseless demands for reports and statistics. Many figures have little value after they are collected and tabulated. It is not justifiable to ask for statistics that have merely transient interest and when teachers are responsible for the progress of a school room full of children, they should be allowed to spend their best efforts in teaching instead of being obliged to waste their time in collecting figures for the delectation of post graduate students anxious to win a degree. The movement for uniformity in statistics will rule out these senseless demands for figures that lose their value the day after they are published. It further makes possible the comparison of one school system with another and the comparison of attendance, expenditures and other items during one period with the same type of statistics during another period. It is to be hoped that uniformity in statistical reports will banish from our schools and colleges the nuisance known as the statistical fiend.

War's Lessons to Teachers

C. G. Pearse
President, State Normal School,
Milwaukee, Wis.

Great tasks lie before the teachers of America: The task of improving the effectiveness of the schools. The task of bringing about more nearly universal and more adequate preparation for teachers. The task of convincing the public that very much more money must be spent in education if the schools are to meet the emergency of the hour, and the greater emergencies of the future. Failure on the part of the public to provide the required funds, means failure to supply the schools with enough of the best teachers, and failure to provide American boys and girls with as good an education as the times demand.

The teachers cannot accomplish what lies before them by pulling separately in different directions, and working at cross purposes. Kindergarten teachers, elementary school teachers, secondary school teachers, college people, supervising and administrative officers: all must stand shoulder to shoulder. United, we will win!

THE BUGLE CALL

Hark, I hear the bugle call!
And from the ends of the earth they come—
Britain's lovers, one and all,
Marching to music of fife and drum,
With a tri-colored flag leading on, leading on!

Hark, I hear the bugle call!
And from the plains of France they come—
The Republic's lovers, one and all,
Marching to music of fife and drum,
With a tri-colored flag leading on, leading on!

Hark, I hear the bugle call!
And from the mountains of Serb they come—
Serbia's lovers, one and all,
Marching to music of fife and drum,
With a tri-colored flag leading on, leading on!

Hark, I hear the bugle call!
And from the Union of States they come—
Columbia's lovers, one and all,
Marching to music of fife and drum,
With a tri-colored flag leading on, leading on!

Hark, I hear the bugle call!
And from the Allied Nations come
Freedom's lovers, one and all,
Responding to bugle and fife and drum,
With a tri-colored flag of each leading on!

O flag of the red, the white, the blue!
America's emblem, the Serbia's too!
Colors of Britain, of France so true—
Freedom's banner of each and all,
For you we come at our country's call
To blend our faith in our love of you!

O glorious Flag of the colors three!
Destined to make the nations free,
We wage world-battle for love of thee!
Brothers all in freedom's cause,
Lovers of justice, defenders of laws,
We'll plant our flags at the "ends of the sea!"

And not until the Hun makes pause
And "scraps of paper" are sacred laws—
Not until the world is free
Will we hush the music of fife and drum!
We are fighting the battles of Liberty!
O Tri-colored Flags, Lead on, Lead on!



Written by William M. Davidson, Supt. of Pittsburgh schools, and recited by him at the recent N. E. A. meeting on July 4th. The poem was set to music by a Pittsburgh teacher, and was sung at the Convention.

WAR AND OUR FOOD SUPPLY

FLORENCE POWDERMAKER

United States Food Administration.

OUR food supply is one of the great factors of the whole war problem. On the method of handling it may depend the outcome of the war, for there is definite limit to the ability of hungry nations to fight. All the heroism, all the money and munitions in the world will not win the war if the armies are not fed. For a clear understanding of the situation it is necessary to have a knowledge of the production of food and the trade in food before the war, as well as to know present conditions. Since the beginning of world trade the food supply of every civilized community has been bound up with the resources of many others, and today no nation is independent of the rest of the world. The food situation is largely a shipping situation. The food must be gotten over as quickly as possible and by the shortest routes.

1. The World's Food Situation.

Although Europe was a great agricultural continent, even before the war, it was also the world's chief importer of food. It imported most of the important foodstuffs—the cereals, especially wheat, meat, fats, sugar, etc., to meet at least part of the demand. Europe imported food from the newer and less crowded countries—the United States, Canada, Argentina, Australasia. The United States has the greatest resources of all these. "It is the greatest granary, food store and butcher shop in the world." Out of this abundance we must share with the Allies to the limit of our resources.

(a) *Wheat*.—All the countries engaged in the war are face to face with a wheat shortage. Before the war, France, Great Britain and Italy, all grew large quantities of wheat, but all of them had also to import. Russia and Roumania produced a surplus and this was the leading source of wheat for Western Europe. The supply was further supplemented by importations from the United States, Canada, Argentina, Australia and India.

The production of the Western Allies in 1917 was far below normal pre-war production. France produced hardly one-half as much as her average 1911-1913 crop. Italy's crop was poor. Although Great Britain's crop was

good, at the best she must always import large quantities. Russian wheat would, of course, not be available to the Allies even if there were a surplus; but Russia is having difficulty in feeding herself. Australia and India have large crops with a surplus stored, but it takes three times as many ships to carry wheat from Australia to Europe as it does from North America, and the submarines make shipping from India too perilous an undertaking.

It is obvious therefore that if the Allies are to have bread, it is the United States that must supply the wheat for it, and this is in spite of our low crop—only 80% of our average yearly production from 1911 to 1915. If we consume as much wheat as usual, we would use it all ourselves. But we promised the Allies wheat, and we are keeping our promise. To do it we eat war bread—they have been eating it for several years. To keep up the steady shipment of wheat to Europe until the next harvest comes in, demands the loyal, active cooperation of every individual.

It is easy to do more than "your bit"—you can go the limit and use no wheat at all.

Instead of wheat, use the familiar substitutes, which are just as palatable, wholesome and nutritious. They may sometimes be more expensive; that is the result of the sudden demand for them, and is a temporary condition. Lose the white bread habit; eat muffins and other baking powder breads made entirely of the substitutes. Use potatoes.

(b) *Meats*.—The European herds are so reduced that they can supply but a small part of the need. Great numbers of cattle and hogs have been slaughtered because of the lack of fodder and to meet the needs of the army. Instead of growing feed grains, Europe has had to grow grain for human consumption and has thus had to kill off the animals because of inability to feed them. But even before the war, Europe imported large numbers of cattle from the United States, Australia, Argentina, Canada, Brazil and New Zealand.

But again the United States must be the chief source of supply of this important food, for now that every ship must do its utmost, the other sources of supply are too far, except Canada, and she is doing her part. But the exporting of meat means much less real sacrifice than the wheat shortage.

Our meat consumption is greater than that of any other country except Australia and New Zealand, and far in excess of what we need to keep strong and healthy. Besides, there is an abundance of substitutes, in many cases cheaper than meat—fish, milk, cheese, eggs, nuts, beans and peas. For generations people have used these foods and have gotten along well with little or no meat. The first four furnish ample amounts of body-building protein, the latter are excellent if supplemented by the others.

(c) *Fats and Oils.*—At one time Europe produced most of her animal fats, but to do this it was necessary to import a large amount of fodder. It requires three times as many ships to transport fodder as it does fats obtained from the animals. Therefore, we must increase our exports of fats, decrease our own consumption, and increase our production.

(d) *Sugar.*—The beet and the sugar cane are the great sources of sugar supply. Of the beet sugar, before the war, Europe produced 93%, most of it being grown in the great plain from northern France to Central Russia which includes also Belgium, Germany and Austria-Hungary, all of which countries were exporters. So practically all the available European sugar is in the hands of the Germans. The largest producers and experts of cane sugar are Cuba, Java, the Philippines and Porto Rico. The United States grows both beets and sugar cane, but must import by far the largest part of her needs.

The Allies must, therefore, draw their supply largely from the sources which supply us—Cuba and Porto Rico, as Java is largely inaccessible. The shortage in the allied countries is shown by their ration; in France, for example, six ounces a week is allowed, and in England, half a pound a week is allowed. Our average consumption is probably about three times as much. We can use less without any possibility of danger to health, and fruit which contains much sugar, can be substituted with decided benefit to our health.

(e) *Summary.*—Use plenty of milk, vegetables, fruits, fish, eggs, nuts, cheese and cereals other than wheat—all that you need. You will not then need the wheat, meats, fats, and sugar, which the Food Administration asks you to save so they can be shipped abroad.

As conditions change, in different seasons of the year and in different localities, the policy for various foodstuffs change. Be on the alert for such changes and when requests

come from the Food Administration to conserve a certain food, such as wheat, with particular care for a certain number of months—say until the next harvest—or to use large quantities of a food, such as potatoes, of which there may be abundance for a month or two, be ready to adapt your dietary to meet the situation. But always remember the shortage abroad, be economical, even of those foods of which there seems to be an abundance. Never forget also that you are a volunteer—that our whole system of conservation is based on the faith of the Food Administration in the self-sacrifice of the people of the United States.

2. The United States Food Administration

(a) At the beginning of the war the food supply of all the belligerent countries and many neutrals was disorganized. Speculation was prevalent. The shortage of food made an equitable distribution impossible without governmental interference. All had to institute control of food very early in the war. All the Allies as well as the neutrals came to the United States to buy, so that the demand for every important commodity was so extraordinary that it far exceeded the supply. Food control became absolutely necessary to prevent exorbitant prices and hoarding, and to secure a proper division of supplies between the civilian population, the Army and Navy, the Allies and the neutral nations who were in need. Besides the facts of the food situation had to be brought home to the public and the need and methods of food conservation made clear.

(b) President Wilson on May 19, 1917, outlined the food control program and asked Herbert Hoover to be Food Administrator. On August 8, Congress passed the Food Control Bill authorizing the President to delegate the control of food, feeds and fuel from the time they leave the producer until they reach the small retail shop. It is the policy of the Food Administration to accomplish its work whenever possible by voluntary co-operation and to use compulsions only on such individuals or organizations as take advantage of the situation for unfair private benefit.

(c) The Food Administration is accomplishing those things which it set out to do. It is preventing hoarding, excess profits and speculation by the voluntary co-operation of the business dealing with foods. It exercises further control and protects those who willingly adhere to the rules, by licensing all wholesale

and retail dealers who do a business of over \$100,000 annually in foodstuffs. This includes bakers, millers, meat packers, canners, sugar refiners, all kinds of dealers in foods.

If the licensee does not conform to the rules, his license may be taken away either permanently or temporarily. He cannot then do business. He may also be fined.

A great grain corporation has been organized which provides for the equitable distribution of wheat and flour between the Army and Navy, our civilian population and the Allies.

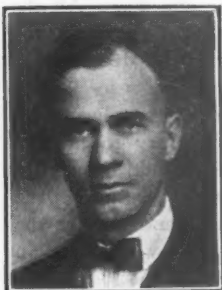
It has accomplished an actual decrease of price to the consumer. Flour sold for \$8.75 a barrel in February before war was declared; in May it had gone to \$17.00. The average price in February, 1918, was \$10.50 per barrel.

(d) The Food Administration is therefore purely a war institution whose "first and primary duty is the feeding of our own people and those of the allies, and thereby the maintenance of the strength of all the men, women and children, both there and here, and thus the strong arm of our soldiers."

ERNEST C. HARTWELL

The President of Department of Superintendence, N. E. A.

Buffalo, New York, is unique among city school systems. Without a Board of Education, and the long-time City Superintendent Mr. Emerson, dealing directly with the city officials concerning school matters, it



offered, except as showing in the common educational development in the country, few marks of kinship with other municipal systems.

Under the recent reorganization, Supt. E. C. Hartwell has been selected by the Board as its executive. Mr. Hartwell was Michigan

born and bred; holding the Master of Arts degree from that state university, the Master of Pedagogy degree from the State Normal School at Ypsilanti, and with several years of teaching and administrative experience in his native state. He has just been called to Buffalo from the St. Paul Superintendency. He is author of an interesting work on the "Teaching of History"; actively interested in modern school problems, and has behind him the achievement of successful experience as a school executive. At this critical time, Mr. Hartwell has an important commission as President of the National Department of Superintendence. The profession expects much from Supt. Hartwell, and it may safely be predicted that it will not be disappointed.

H. B. WILSON

Superintendent Wilson who comes to the Berkeley Schools from Topeka, Kansas is an acquisition of note to California's school forces.

Mr. Wilson has had a rich professional history. He was born and educated in Indiana; holds the diploma of Indiana State Normal School, the A. B. Degree from Indiana University, the M. A. degree from Columbia University; and the honorary LL. D. from Washburn College, Topeka. For seven years he had elementary and high school experience in Indiana; as Superintendent of schools in the same state for 10 years; and in Illinois for six years at Decatur. In 1913 he became superintendent of school of Topeka. He has been for 15 years actively associated with the local, state and national associations; the U. S. Bureau of Education Survey of the South Dakota Schools; and is an author of important professional treatises, scientific contributions, and magazine articles. These discussions cover a wide range of topics, though chiefly in the field of schooling and related subjects: "The Nativation of School Work;" "Training Pupils to Study;" "Relation of the High School Course to the Student's Life Problems;" "Code of Ethics for Superintendents;" "Socializing the School," etc. Dr. Wilson as a platform speaker is in much demand.



California school men will give Supt. Wilson a hearty welcome.

The supreme test of the nation has come. We must all speak, act and serve together.

—WOODROW WILSON.

NATIONALIZING EDUCATION

A Summary of the Pittsburgh Meeting of the N. E. A., the National
Emergency in Education; Proposed Secretaryship in Education;
Increase in Teachers' Salaries, etc.

ARTHUR H. CHAMBERLAIN

Executive Secretary, California Council of Education

EDUCATIONAL meetings during recent months have taken on an aspect entirely different from that which has characterized them in the past. The theories to which we have during the last 30 years with voice and pen given utterance, have at last found practical application. While it cannot be denied that great progress in education has followed or sometimes led development in the industrial social or economic life of the people, it is generally true that modern methods in education have been lost sight of in following the line of least resistance. It has been left for the greatest calamity in the world's history to bring home to our people the significance of education, the true place and meaning of the school and the value of the trained man over the untrained man, even as a fighting unit in this war for Democracy.

The N. E. A. meeting at Portland a year ago stood out as epoch-making, chiefly because the educational principles there discussed were tied up with conditions as they exist, rather than with vague theory and academic ideas. The meeting recently closed at Pittsburgh was even more significant in this respect. In the language of Supt. Elmer Cave of Bellingham, Washington, "it was the greatest meeting of the educational forces of this country that we have ever experienced." From first to last the keynote was war and the winning of the war. No time was wasted in discussing traditional school curricula. Patriotism, Americanization, the stamping out of illiteracy, thrift and conservation, the extension of the compulsory school age, child labor, increased finances for school purposes and especially for the rural school, raising of professional standards, the centering of educational authority in the Federal Government and the securing of Federal aid, increasing teachers' salaries,—these were given prominent place in the discussions and were brought forward as war measures.

General Sessions

While the number in attendance was comparatively small, enthusiasm ran high. President Mary C. C. Bradford provided for the general sessions a list of speakers and topics

of the highest quality. The President's opening address on Building the New Civilization struck the keynote of the convention. "The Nationalization of Education," said Mrs. Bradford, "as a part of its war-modification is a problem pressing for solution." Gov. M. G. Brumbaugh of Pennsylvania, former superintendent of Philadelphia schools, made a stirring address in which he spoke of the necessity for proper tenure and compensation for teachers. Teachers must have more money on the basis of service rendered, war or no war. There must be appreciation and practice of the principles of thrift and conservation. He strongly advocated one language in the elementary school, and that the English. Immigrants who, after 5 years of residence, have not mastered the English language should, he said, be compelled to leave the country, and the education of all native-born people should be forced by compulsion. "Each citizen, man or woman, should master a special trade. Here in America we shall have a higher education for the world that shall save the world." Hon. Franklin K. Lane, Secretary of the Interior, emphasized in the strongest way the necessity for the teaching of Patriotism and Americanization. "Teaching," he said, "should be dignified and the pay of the teacher not less than that of a day laborer." The standards for teaching should be raised and those teachers who do not measure up should have their places taken by those of larger vision. Child labor was denounced in the strongest terms. Our five and one-half million illiterates,—those who can neither read nor write,—are a stain upon our Americanization and steps must at once be taken to do away with illiteracy. Russia he believed would yet come into her own and work with the other nations to bring order out of chaos.

Dr. David Snedden of Columbia University, who has done so much to elevate the profession of teaching, deplored the fact that teachers do not place proper value upon their own work; they must stand up for themselves. Teachers must realize the great demands made upon them and see to it that the schools, which have not met the de-

mands of real life, now deal in real things. "Specific work must be done in moral education, whereas the task laid by the public upon the schools of today is chiefly that of teaching reading, spelling and the common branches in an orderly manner." A vital point was touched upon by Mrs. Ella Flagg Young when she indicated the danger of emphasizing the failure in the educational systems of the past. If this be done while we are asking of the National Government or of local communities aid for the betterment of school conditions and increase in teachers' salaries, the authorities are sure to face us with our own words as to the weakness in the schools. Teachers should exalt their work.

The place and work of the kindergarten was ably discussed by Miss Elizabeth Woodward of Brooklyn. Dr. G. Stanley Hall contended that 94% of those who finished the grades work with their hands, thus furnishing a call to the vocationalists. Dr. J. Y. Joyner of North Carolina showed how the city must interest itself in the problems of rural education; that as much may be done for rural as for urban schools. "Equality of opportunity means equality of educational opportunity."

Dr. George D. Strayer of Columbia University, explained the work of the Commission on the National Emergency in Education. He took advanced ground in saying that it would be unfortunate for teachers to seek salary increase on other than a strictly professional basis. In this, however, as in other matters educational, "if we do not work for ourselves others will do things for us." In speaking of the Smith-Sears act and the Government training of disabled soldiers, Supt. Chandler of Richmond expressed the belief that the Government might take over the professional training of teachers for the country.

Supt. Davidson of Pittsburgh added materially to the program on a number of occasions and contributed an original patriotic poem which was sung by the Association, the music composed by a number of the Pittsburgh staff. Dr. A. E. Winship, as the valedictorian of the convention, made a masterful summing up of the great meeting. Numerous other speakers of national prominence took part, including U. S. Commissioner Claxton, Josephine Corliss Preston, Supt. Schaeffer of Pennsylvania, Supt. Samuel

Hamilton of Allegheny County, Pennsylvania, Jane Addams, Pres. Rob't. J. Aley, Cora Wilson Stewart, Pres. Jas. A. B. Scherer, Supt. Walter R. Siders of Pocatello, Supt. J. A. Churchill, Oregon, and others. Representatives from various foreign countries lent a decided note of internationalism. France was represented by Paul Perigoid of the French High Commission, Belgium by Suzanne Silvercruix of the Belgian Relief Committee, Italy by Amy A. Bernardi of Rome. Dr. Frank Roscoe, representing the English Government and Secretary of the Teachers' Registration Council, showed how, more and more, education was coming under the state control. He pointed out the dangers of over-emphasis upon vocational elements, "life being more than livelihood." He showed that the sentiment in England as in this country is that salary increase for teachers should preferably come as the result of work accomplished, rather than through active campaigning for such increase. Teachers should become professionally self-conscious. English teachers are beginning to co-operate through their registration councils, and drafts of proposed legislative bills are submitted to teachers for their criticism and approval.

A feature of the meeting was the Community Singing, particularly of the national songs led by Will Earhart of Pittsburgh, John B. Archer, division song leader of Camp Custer, P. W. Dykema, University of Wisconsin, and others. The conferences conducted by the U. S. Bureau of Education and the department meetings of Higher Education, Secondary Education, Elementary Education, Physical Education, Rural and Agricultural, Class-room Teachers, and Educational Publications stand out as important. Before the latter department Supt. Hunter of Oakland pointed out the necessity of modifying our text books to meet the newer demands, and Supt. Davidson of Pittsburgh emphasized the need of text books in U. S. History that shall treat fairly not only both north and south in our country, but England, France and other foreign countries in relation to our own.

President Bradford and her associates received the highest praise for the work accomplished. Unanimous choice for President fell upon Dr. Strayer. As chairman of the Commission on Emergency in Education and because of his national standing, it was felt that his election to the presidency would be

particularly appropriate at this time. Selection of the place for next year's meeting was left to the executive committee.

National Council of Education

The important session of the National Council of Education was devoted to the problem of Thrift Education through a program under direction of Arthur H. Chamberlain, National Chairman. The general topic, Financing the War Through Thrift, comprehended the War-Savings Plan, Salvage, War Garden Work, Food Conservation, The Patriotism of War-Savings. Under topic Reconstruction Through Thrift, attention was given to New Courses of Study, Thrift Text Books, Human Phases of Conservation, Commercial Supremacy, the Schools' Part in Meeting After-War Conditions. Speakers of national prominence included S. W. Straus, President American Society for Thrift, and H. R. Daniel, Secretary; Katherine D. Blake of New York, Dean J. A. Bexell, Oregon Agricultural College, and others.

Resolutions

Of the important resolutions adopted was one regarding a federal child labor law to take the place of the law recently declared unconstitutional by the Supreme Court. Endorsement was given the plan whereby young men above 18 years of age may enlist in the army and continue their college course in such institutions as have at least 100 students ready and eligible to form a military unit. The association favored amending the Smith-Hughes act to prevent the possibility of any state establishing a dual system of schools. There was urged the conscription for selective service of all the manhood and womanhood in the United States. The U. S. Food Administration was urged to prepare in suitable form for use in the elementary schools, particularly in the upper grammar grades, lessons and materials supplementary to existing courses such as to promote the progress of the conservation of food. It was suggested that the administration secure the assistance of school authorities to constitute an advisory council in the plan proposed. It was recommended that a suitable person be employed for a term of 3 years especially fitted to continue the investigations of the committee on Salary, Tenure and Pensions, and report upon the same. There was unanimous decision to appropriate **not less** than \$10,000 for the salary and expenses of a competent expert who, with headquarters at

Washington, should during the next year be responsible for such educational legislation as would lend itself properly to the development of educational plans and of increasing teachers' salaries and the like. In the discussion of this proposal it was thought by some that the sum of \$25,000 was not too large for the purpose. Dr. Swain brought out the fact that the average salary for teachers in 1915 was \$543, while in that year the average salary of railroad men was \$1020, and in 1918 it was \$1428. Miss Margaret Haley, of the Chicago Teachers' Federation, declared that "The hod carriers of Chicago have a larger wage than that paid teachers and raise more than \$10,000 a year to have their interests protected." This \$10,000 she declared "looked like 30 cents." Other smaller appropriations were made for various committee purposes, but the permanent fund of over \$200,000 was not disturbed.

Reorganization of the N. E. A.

A committee of the National Council of Education headed by Dr. Wm. B. Owen, President of the Chicago Normal College, has for two years been working upon a plan for reorganization of the Association. A preliminary report was presented to the N. E. A. by your present speaker as a member of the committee, at Portland, in July, 1917. This report, somewhat modified was presented last February before the Department of Superintendence and the National Council of Education. Approval was given the main features of the report. The need for reorganization is obvious. A meeting of 8,000, 12,000, or 15,000 is unwieldy. It frequently happens that a meeting held in a given city can be controlled by members of the locality. Some method is sought whereby each state may have a voice in the conduct of the organization, even though the teachers of a given state have scant numerical representation at a meeting as might readily be the case. A system of a House of Delegates has been suggested, these delegates being chosen from each state by the members of the state teachers' association in annual meeting assembled. In this way those teachers who did not attend the N. E. A. would have direct representation in that body. It is hoped that a plan may be worked out whereby each state may have one or perhaps two representatives and one additional representative for a given number of members in the state association. This would in general follow

the California plan of representatives in council.

Another important matter proposed is that of the active memberships. Schools and libraries may now take out institutional memberships. Memberships also may be vested in those not actively engaged in teaching, for example, school board members, or those interested in the manufacture and sale of school books, supplies and equipment. The number in this latter class is not large and it is thought by some that these men and women should be privileged to hold active membership.

Consideration is being given a joint membership fee covering both national and state organizations. The committee has reached tentative agreement that in any desirable plan the membership fee in the association should remain as at present, namely \$2.00 for associate membership and \$4.00 the first year for active membership and \$2.00 thereafter each year. Any joint arrangement should include with this, such fee as is required in any state to cover the membership in the state association. To reduce such joint fee would be to handicap both national and state work. Members in other professional or working men's organizations frequently pay as much per month as teachers pay annually for the conduct of their organization. The need in the N. E. A. is for investigations, the issuance of proceedings, bulletins and for educational and legislative propaganda necessary to the development of the profession. In a state association a fee of \$1.00 is sufficient or even exorbitant if the teacher receives nothing in return save the privilege of attending an annual meeting. But the teachers in a given state must, through organization do for themselves and for the profession what the teacher working alone and single-handed cannot accomplish. Teachers throughout the nation are beginning to understand this. The time is not far distant when the more progressive states in the Union will increase their membership fee as has California, so that constructive work may be done that will prove of actual benefit to the teachers and the profession.

Through general agreement the report on reorganization was held in abeyance at Pittsburgh to be presented at Chicago before the Department of Superintendence next February and at the N. E. A. next year. Effort will also be made to bring about desirable

changes in the National Council of Education. Suggestions will be welcomed both by Dr. Owen, the chairman of the committee, and by the secretary of the California Council of Education. Proposals should be received by October 1.

The National Emergency in Education

The Commission on the National Emergency in Education and the program for readjustment during and after the war, is made up of two committees, one appointed by the N. E. A., the other by the National Department of Superintendence. Dr. Geo. D. Strayer of Columbia University is chairman of the Commission. This body has been at work several months and has issued an illuminating statement as Bulletin No. 1, covering the proposed work of the Commission and setting forth the nature of the present crisis with some suggestions as to the necessity for reorganization in our schools. This Commission is working in co-operation with all national and other agencies that have to do with education during this war period and after.

This Bulletin No. 1 of the Commission Series shows that France "at a tremendous sacrifice with 30,000 of her teachers called to the colors has kept her lower schools in full operation." The significance of this is found in the fact that "autocracy may pin its faith to the enlightenment of its favored classes, but democracy stands or falls with the intelligence of all the people"; and further because "only through the sword today can the world be made safe for democracy; but only through the schools of democracy can it safely be assured in the years that are to come."

In considering the preparation, supply and compensation of teachers, the bulletin states that "the fundamental weakness of our schools today is to be found in the immaturity, the brief tenure and the inadequate preparation of an overwhelming majority of those to whom this responsible duty has been delegated." More than 100,000 of our teachers are less than 22 years old and more than 250,000 are less than 25 years of age. The transient condition of teachers does irreparable injustice to the pupils. While the most arduous and most exacting service is represented by the rural schools and with more than half the Nation's children in these schools, they suffer for lack of funds and on account of poorly paid and the least well-trained teachers. The substantial rewards in

teaching seldom go to teachers of the grades or rural schools; "they attach rather to the administration and supervision of teaching. Only in a limited sense and chiefly on the higher educational levels is the actual work of teaching regarded as a life career."

The report shows that state and federal support are necessary to supplement local taxation in order to bring to the rural communities the educational advantages enjoyed by the wealthy city districts.

There are at present 3 or 4 most important committees in the Commission. That on the Reorganization of Elementary Education has as chairman Mrs. Ella Flagg Young; the Committee on Illiteracy has as its chairman Cora Wilson Stewart; the Committee on Teachers' Salaries and Pensions is headed by President Joseph Swain; that on Thrift and Conservation by Arthur H. Chamberlain. The Enlistment of the Profession is under direction of Carroll G. Pearse. These and other committees will, when they have reached conclusions as to needed changes in the curriculum, report to the Commission as a whole, which body will harmonize the various suggestions. Bulletins will be issued from time to time. It is, of course, true that much in our present courses of study is valuable and fully as well adapted to present as to past conditions. In the language of Dr. Schaeffer: "The war will not change the laws of gravitation. The things which are based upon the laws of human growth and development, will abide during the war and after." It is clearly seen, however, that the time has come for the selection of the most important units for study with emphasis upon these.

Mrs. Susan M. Dorsey of Los Angeles and Dr. E. P. Cubberley of Stanford University are members of the Commission from California. Other members from Western States are Josephine C. Preston, State Superintendent of Washington, Walter R. Siders, Superintendent, Pocatello, Idaho; President A. J. Matthews State Normal School, Tempe, Arizona; Mary C. C. Bradford, State Superintendent of Public Instruction, Colorado. The drive for increase in membership in the association made by the committee on the Enlistment of the Profession was directed in this state by Mrs. Dorsey. On the basis of 50,000 membership in the association, California's quota would be 1,400. Already this state has contributed nearly 1,100 new mem-

bers from Los Angeles alone, while Oakland and San Francisco are making notable contributions. Other localities in the state will later report as the plan is to go forward in the campaign and increase the membership to 100,000 at least. The total drive for the country up to date has brought more than 15,000 associate memberships and over 4,000 active memberships as against a total of some 8,000 active members heretofore. This former showing has been almost nil when compared with the total number of teachers in the nation,—650,000. France has 110,000 teachers enrolled in her National association. California alone has a membership in her state association far exceeding the national active membership.

The feeling is general in national circles, however, that membership should be increased not alone in national organizations, but more particularly in the various state associations. Illinois, Colorado, Missouri, New York and other states have, during the past year largely increased their membership as a preparation for more intensive work in securing school appropriations at the next session of the legislature. It is absolutely essential that teachers, both men and women, be retained in the service of the schools. Owing to the high cost of living and the call for teachers to enter other professions, salaries must be increased and that very materially, and at once. The authorities at Washington, even more than state or local school officials, are fully alive to the necessity for keeping the schools up to a high standard during this period and every effort is being made to increase salaries. It is recognized also by these national authorities that teachers must help themselves and the best method of doing this is through organization. The Committee on Teachers' Salaries and Pensions is giving large assistance here. California's exceptional type of organization is being discussed at Washington as best adapted to advance the interests of the profession. Hope is expressed that here on the Pacific Coast aggressive measures will at once be taken to draw into our State Association every progressive teacher within our borders. This action would do much to lend inspiration to other states and to make effective the nationwide movement for increase in teachers' salaries and for keeping the schools open during this period. The most effective way for teachers to secure legislation that will bene-

fit the profession and bring necessary increase in salaries is by united effort through organization. The present emergency furnishes the opportunity.

A Secretaryship in Education

There has been prepared a tentative draft of a bill looking toward the creation of a National Department of Education and the appropriation of money therefor. In brief it proposes a Department of Education at Washington with a Secretary, thus placing the department co-ordinate with those of War, Navy and other portfolios. This Secretary is to be appointed by the President with the advice and consent of the Senate, with salary at \$12,000 per annum. Provision is made for three assistant secretaries appointed by the President with annual salary of \$10,000 each. It is proposed further to transfer to the new department the Bureau of Public Health Service, now in the Treasury Department, the Bureau of Education (which shall hereafter be called the Bureau of Educational Statistics), the Columbia Institute for the Deaf, Government Hospital for the Insane, Howard University, and such other educational activities as are now included under the Department of the Interior; the Smithsonian Institution, National Museum, Bureau of American Ethnology, Astro-Physical Observatory, International Catalogue of Scientific Literature, National Academy of Science, National Research Council and such educational war emergency commissions or boards or educational activities already established by acts of Congress as in the judgment of the President should be transferred to the Department of Education.

The bill provides a Solicitor in the Department of Justice for the Department of Education with salary of \$5,000 per annum. A specific duty of the Department will be to cooperate with the states in the development of educational facilities including public health education within the respective states. Encouragement is to be given all types of scientific research and to problems of illiteracy and Americanization of immigrants; the encouragement of higher education and physical education. The Secretary is authorized to make necessary appointments of educational attachés abroad and such investigators and representatives as may be needed. An appropriation of \$300,000 is asked annually for the purpose of paying salaries and conducting investigations and paying all

other expenses to allow the department to inaugurate a system of attachés in American Embassies abroad to deal with educational subjects. This appropriation is not to interfere with any appropriations made heretofore. That proper co-operation may be had with the states it is proposed to appropriate \$100,000,000 for the fiscal year ending June 30, 1919, and an equal sum annually thereafter. One-twentieth of this amount is to be applied annually in co-operating with the states in the abolition of illiteracy; 1/20 applied annually to teach all immigrants the English language, to train them in the duties of citizenship, to develop among them respect for law and order and for the civil and civic and social institutions of the United States; 5/10 for the improvement of public schools of less than college grade, and for equalizing the length of school terms in the respective states; of stimulating state and local interest, of standardizing, grading and supervising, of promoting rural schools and schools in sparsely settled localities and of providing thorough instruction; 3/10 to be used in the work of physical education and recreation, the medical examination of children of school age, the employment of school nurses and the instruction of the people in the principles of health and sanitation; 1/10 of the sum to be used to furnish better instruction in teacher-training, to encourage fuller and more complete training of prospective teachers or teachers already in the service and to foster plans to provide an increased number of trained teachers. Machinery is provided for the acceptance by the various states of the benefits herein proposed. No state that "does not set up a satisfactory system of teacher-training within one year after this act becomes effective shall be allowed to participate in any of the said allotments except those referring to illiterates and immigrants."

There is proposed a Federal Education Board composed of five members appointed by the President, each member to serve for a term of four years, no two members from the same state. Compensation is placed at \$20.00 per diem and the usual mileage, with no more than 30 days per diem allowed in any calendar year. It is proposed that the act take effect March 4, 1919.

It is perfectly evident to the student of affairs and to those who have followed the course of administrative law that responsi-

bility for the education of all our people is more and more to center in the state and federal government. Effort has long been made to dignify education in a national way. We need a proper balance as between local autonomy on the one hand and centralized authority on the other. Individual initiative must be preserved. While there is general agreement as to the necessity for a greater centering of authority, serious doubt is expressed in some quarters that the cause of education would be materially advanced by providing for a Secretaryship in Education, controlled by the whims of politicians. Under such conditions the Secretary might change every four years. Those who hold this view state that a Federal Board of Education is needed and this Board, rather than the President, should appoint the Secretary following much the same plan in force in most of our cities. They believe that a portfolio at Washington would make for political rather than for educational ends. The progress of the proposed bill will be watched with interest.

GEORGE D. STRAYER

Teachers' College of Columbia University is recognized as the leading high grade professional training school in the country. Its graduates are scattered throughout the United States and are occupying positions of the greatest responsibility and prominence as expert teachers and successful administrators. Upon the faculty of Teachers' College there are and have been men and women chosen for their ability and standing. As a member of the faculty, Dr. George D. Strayer stands out today as a figure of national prominence. He is Professor of Educational Administration and is known for his contributions to the literature of the science of education and for his lectures and addresses.

Dr. Strayer's recent election to the Presidency of the National Education Association was not alone a deserved compliment to his standing and ability; but the unanimity of action on the part of the members of the association was a guarantee that the entire organization would stand squarely behind him in his work at this critical time. Fortunate it is indeed that Dr. Strayer is to act as President of the most important educational organization in the country as he is now chairman of the Commission on the National Emergency in Education and the Program for Readjustment during and after the War. It is the purpose of this commission to move forward aggressively under the leadership of Dr. Strayer. Already a valuable statement embodied in Bulletin No. 1 of the Commission Series has been issued. Dr. Strayer is rendering lasting service at Washington on the educational side of the Thrift Stamp movement as a war measure.

COOPERATIVE BUYING

Editor, Sierra Educational News.

Dear Sir:

I am writing to ask you if there is any place in San Francisco where an out of town teacher can get reliable information as to the best places to make their purchases during the school year.

I am frequently confronted with this problem as one cannot always anticipate her wants. Often times when I return from my vacation I find that I should have purchased an extra pair of gloves, a heavier or lighter waist, as the case may be, or a pair of shoes, but I do not always know where to send for them. In many cities there are associations that handle this kind of trade. I might even suggest that if there is no such association, that the teachers of California through your organization, establish such a bureau. It could be done with little cost to us and no doubt by buying collectively we could more than make up the expense.

If this plan is feasible, I should be very glad to have you place it before your readers, that we may get ideas from them.

Trusting that you will consider this favor, I am

Yours truly,

(Signed.)

[If a bureau such as this subscriber mentions would be of value to our readers, we would be glad to co-operate in every way possible in making it worth their while. We could at all times secure the lowest prices; and would submit with our own opinion of the merchandise. This office is constantly in receipt of requests from teachers and school officials as to the most satisfactory place for the purchase of one or another line of school equipment, and letters of the character of the one given above frequently reach our desk. There are many teachers, and especially in the outlying districts away from the centers of trade, who find it difficult to make satisfactory purchases during the school term, and who are either suffering discomforts or relying upon friends. In some instances the mail order houses are utilized. We would be glad to hear from other teachers, however, before we make the attempt.—EDITOR.]

OUTDOING M'ADOO.

Poor Mister McAdoo,

Think of the jobs he's hitched up to!

The treasury, the railroad crew,

The income tax, and then a few.

Leaving aside all jokes and fun,

I wish I'd did what McAdone.

To him I'll have to lift my lid—

I could not do what McAdid!

—Outlook.

PROPOSED CHARTER AMENDMENT FOR SAN FRANCISCO SCHOOLS

DR. SAMUEL LANGER

Chairman Program Committee, Public Education Society, San Francisco

IN the spring of 1913, the School Survey Section of the Association of Collegiate Alumnae had its beginning. It was the result of dissatisfaction with the products of the Public Schools of San Francisco as expressed by the business community, by the Children's Committee of the Associated Charities, by the Visiting Committee of the A. C. A. and by many others. In the autumn of the same year, a School Survey Class was organized under the leadership of Dr. Richard G. Boone, and studied school conditions as they should be ideally, as they actually are in other progressive communities, and as they actually are in San Francisco. A report was published by this class in May 1914, giving an account of "Some Conditions in the Schools of San Francisco." The question was asked by many—parents, teachers, business men—"What are you going to do about it?" Some asked derisively, some hopelessly. What was actually done was to continue the School Survey Class, and to work for the sympathetic understanding and co-operation of an ever larger public.

Claxton Survey Organized

The brief report of 1914 was startling to many. But it was incomplete and it lacked the authority of nationally acknowledged experts and of dissociation from local bias. The continued work of the School Survey Class bore fruit in the shape of an exhaustive survey of the San Francisco Schools, conducted by a group whose very names carry authority, and working under the official guidance and responsibility of the U. S. Bureau of Education. Dr. Claxton himself came out here in 1915 and early in 1916 he organized the Survey Commission. He also edited its report, which was issued from the Government Printing Office in Washington as "Bulletin of the Bureau of Education for 1917, No. 46."

That the survey report would be of great worth, was certain from the character of the investigators and the auspices under which the work was done. But to derive, for our City and our children, any practical value from it, required an organization for study and action. Therefore even before the report arrived, the Survey Committee had been made the nucleus of a new organ-

ization—the Public Education Society of San Francisco—whose object is "informed action for the welfare of the public schools."

The Survey Committee might be limited to this one piece of investigation, and if not committed, at least inclined to favor its findings and recommendations. But the Public Education Society has no such predisposition. It has always been free to consider the Claxton report dispassionately and objectively, entirely on its own merits as a vehicle of information and suggestion regarding our school system.

This exhaustive report confirms in a remarkable way the criticisms of our Public Schools in so far as these had reached definite expression. It verifies its findings by such tests as the science of education has devised for measuring the achievements of pupils. It bases its recommendations, not on ideal conditions but on measures and experiences actually existing in other progressive communities. There is no attempt to induce San Francisco to subject its children to untried experiments. This conservatism in judgment and suggestion naturally increases confidence in its findings.

Summaries and digests of the report have already appeared from at least three sources, so that no space need be given to that purpose here. Using this Survey as an important authority, although by no means its only one, the Public Education Society has found in the following, the facts fundamentally responsible for bad conditions in our school system.

Authority Now Divided.

The Superintendent of Schools for San Francisco is elected by popular vote. His duties are those of other county superintendents of schools, as defined by States law. To place a check and counterbalance in the hands of the City administration, the Charter of 1900 provided for a Board of Education of four members, to be appointed by the Mayor, to be paid \$3000. a year each, and all required to give their entire time to the duties of their office. Clearly, this was a political measure, not an educational development. The result has been what might have been expected. The Board

will not entrust the administration of the schools to a Superintendent not appointed by them and not subject to their supervision. It therefore uses to the full the powers which it possesses under the Charter, but which should be exercised only by a Superintendent. There is consequently divided management, no fixed responsibility on either Board or Superintendent, and a loss of influence to the department as a whole.

General experience and expert advice both agree that deciding policies and managing an establishment are distinct functions. The former is properly the work of a Board, the latter the duty of an executive officer.

The definition of policies is of basic importance. But it requires concentrated attention periodically rather than continuous attention throughout the year. It requires communal and social vision much more than professional knowledge, and must be protected against exploitation by any special interests whatsoever.

Therefore a lay board so constituted as to bring every social interest into conference on the organization of the schools, is the ideal instrument, and has proven so elsewhere.

The present law, however, compels the Board to function continuously and to attend to details of management as well as to decide policies. It complicates the situation still further by making the Superintendent of Schools a member of the Board, thus having him share the legislative duties of the Board, as the Board shares the professional duties of the Superintendent.

The office of Superintendent of Schools is one which requires exceptional gifts, training and experience. It is a place for a highly trained expert, as much so as is the office of City Engineer, for example. It is recognized that popular election is not adapted to the choice of technical experts, or to discrimination between competing experts. Campaigning for election necessarily involves building machinery and using time and effort for vote-getting. One cannot campaign for election and be out of politics, or solicit votes and avoid a sense of unprofessional, personal obligation. Therefore nowhere else in the United States is a city Superintendent of Schools chosen by popular election.

Since these adverse conditions are imposed by charter provisions, the remedy must take the form of a charter amendment. The

Public Educational Society therefore appointed a special committee to draw up an amendment to embody the changes thought necessary to give San Francisco a better school organization. This amendment the Public Education Society will place on the ballot by an initiative petition, at the approaching election. Its main features are as follows.

Proposed Charter Amendment

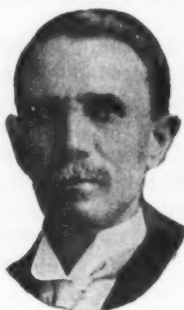
In place of a paid Board of Education, of four members, appointed by the Mayor, whose members must give their entire time to the duties of their office, there is proposed an unpaid Board, of seven members, appointed by the Mayor, which must meet at least twice a month. It is to be a lay board, because the professional viewpoint will be adequately represented by the Superintendent of Schools and his staff. The Board is given ample power to define general policies and to enforce accurate accounting, both of finances and of educational results, but is effectually barred from interference in the detailed management of the schools. Continuity of educational policy is secured by having but one member of seven go out of office each year.

The Superintendent of Schools is to be chosen by the Board of Education, which also has power to fix his salary. As an expert, he may be chosen from the country at large, so that the very best man or woman in the country may be secured for the benefit of our schools and our children. He is made directly responsible for the management of the City schools, and is given powers commensurate with his responsibility.

Tenure of office in the department is strengthened by extending civil service protection to certain employees who have not heretofore enjoyed such security. At present, the eligible list of teachers is formed only at the option of the Board, which, by a "self denying ordinance," limits itself to appointments in a prescribed order. In the proposed amendment, the protection of teachers by the formation of eligible lists by civil service examinations, by appointments in prescribed order from those lists, and by definite provisions for renewing licenses or for making them permanent after a prescribed probationary period of two years, is put beyond danger. In no way is the dignity or security of any member or employee of the school department impaired.



MARK KEPPEL



EDWARD HYATT



WILL C. WOOD

THE STATE SUPERINTENDENCY

AT the time of going to press forecasts can not be made as to which of the three candidates for the position of State School Superintendent will be successful at the Primary Election. Honorable Edward Hyatt is the present incumbent and is in the field to succeed himself; Honorable Will C. Wood, Commissioner of Secondary Schools, is a candidate for the Superintendency; Mark Keppel, Superintendent of Los Angeles County Schools is an aspirant for the position. Mr. Hyatt is widely known, he having served in his present position a

considerable number of years. Mr. Wood has, as Commissioner of Secondary Schools, achieved marked distinction and done noteworthy work, not alone for the high schools but for the elementary schools of the state. Superintendent Keppel is one of our best known school men and is an authority on all matters relating to school law. The names of two of the three candidates will be placed on the ballot for the November election, unless one of the three is elected at the primaries. This matter will have been determined before this reaches our readers.

TEACHERS MUST RECEIVE BETTER SALARIES OR CHILDREN SUFFER

ANOTHER circumstance, encouraging the hope of progress in the laboring class, is to be found in the juster views they are beginning to adopt in regard to the education of their children," says William Ellery Channing in his famous lecture, "On the Elevation of the Laboring Classes."

"The world, from our first to our last hour, is our school, and the whole of life has but one great purpose—education. . . . Education is a sham, a cheat, unless carried on by able, accomplished teachers. The dignity of the vocation of a teacher is beginning to be understood; the idea is dawning on us that no office can compare in solemnity and importance with that of training the child; that skill to form the young to energy, truth and virtue is worth more than the knowledge of all other arts and

sciences; and, that of consequence, the encouragement of excellent teachers is the first duty which a community owes to itself. . . . The whole worth of a school lies in the teacher. You may accumulate the most expensive apparatus for instruction, but without an intellectual, gifted teacher, it is little better than rubbish, and such a teacher, without apparatus, may effect the happiest results. . . . The object of education is not so much to give a certain amount of knowledge, as to awaken the faculties, and give the pupil the use of his own mind, and one book, taught by a person who knows how to accomplish these ends, is worth more than libraries as usually read."

John Locke states in "Some Thoughts Concerning Education":

"I think I may say, that of all the men we meet with, nine parts of ten are what they are, good or evil, useful or not, by their education. 'Tis that which makes the great difference in mankind. The little or almost insensible impressions on our tender infancies have very important and lasting consequences."

Many generations have come and gone in the

[Not long ago the only publicity given to the inadequacy of the teachers' salary was that found in educational journals. The world indeed "do move". The accompanying editorial in the Oakland Daily Post of some weeks since shows an open mind and clear grasp of the matter on the part of the editor as well as a reading knowledge of good literature. We thank the Post and ask of our readers attention to the editorial.—EDITOR.]

United States since Channing delivered his able lecture to the workers, and now we see that, while the tendency has been in the direction he hoped for, the results have not been altogether satisfactory. "The idea is dawning on us," said Channing long years ago, "that no office can compare in solemnity and importance with that of training the child, . . . the encouragement of excellent teachers is the first duty which a community owes to itself."

What is being done in American communities to encourage "excellent teachers"?

In many schools janitors receive better pay for sweeping the floors than women receive for preparing the children for lives of usefulness.

A man can walk into the shipyards and earn \$4 a day, if he hasn't the ability to sign his name on his pay check. It is not even necessary for his hands to be skilled in work. Without any time spent in preparation, he can begin earning, with a little overtime, more than \$100 a month. He has a chance to advance to a better paid class in a comparatively short time, provided he shows progress in his work and makes himself more valuable.

There is an advertisement in the newspapers now calling for laborers at \$4 a day.

Yet eleven counties in California pay their school teachers an AVERAGE of only \$600 a year each!

After years and years of preparation for a life work, the men and women who occupy an office that none can compare with "in solemnity and importance," receive less than half the pay of untrained day laborers. A man who speaks a foreign tongue and cannot utter a word of English finds firms advertising for his services and willing to pay him twice as much as many communities pay those WHO SHAPE THE CAREERS OF THEIR BOYS AND GIRLS!

It is time for a readjustment in salaries of teachers. The cost of living has been steadily mounting; the quality of teaching has steadily been improving, but the teachers' incomes have remained stationary.

California will have to pay more for the instruction of the young, or suffer serious consequences. Teachers find other occupations more alluring now, and they cannot be expected to pass up their new opportunities when their present work is not appreciated.

The Post is not worried about the teachers' future—they have enough intelligence to find more remunerative positions—this newspaper is worrying about the future of the boys and girls. They are entitled to a fair chance in life—they will not have that chance if the quality of teaching in the public schools is lowered, as it will be if the pay of teachers is not raised.

WAR ACTIVITIES IN CALIFORNIA SCHOOLS

THERE has come to the News from Supt. Stephens of Long Beach an interesting statement of the war work which his schools have been doing. Such service is not peculiar to Long Beach, though this statement is fairly typical of the reports that have been made, or might be made of many others.

In Long Beach the Junior Red Cross enrolls 94% of all pupils; handling during the last school year, more than \$3,000; and furnishing nearly 30,000 pieces of knitting, needle and tool products. Thrift and war savings stamps to the amount of \$2,400 were purchased by teachers; and about ten times as much by pupils. Of Liberty Bonds, 241 of the 250 teachers are credited with more than \$50,000, of the three issues; and the pupils with \$210,000. Amounts contributed by the schools to the Red Cross, to the Y. M. C. A., the Y. W. C. A., and to miscellaneous calls, totaled about \$12,000.

Beside the money contributions, 1460 pupils have under cultivation 155 acres in war

gardens; the Manual Arts department has supplied furniture and fixtures for the Junior Red Cross room; the Red Cross Convalescent Houses; Y. M. C. A. tents in army camps and the Red Cross Chapter Room. The Household Arts Department has, beside making articles for the Red Cross, disseminated information upon food conservation; given demonstration lectures before Parent-Teacher Associations; shipped Belgian Relief boxes; contributed articles on food conservation to local papers, etc.

Lectures by men and women of note have been given on the war, its cause, its conduct, and the reasons for America's entrance into it; and hundreds of leaflets from the U. S. Bureau of Education, on food, health, fuel, marketing, etc. The interests of these years constitute a school for democracy in manifold ways and teachers are making the most of the opportunity.

Berkeley Schools maintain a \$500.00 War Time Service Fund; a 100% High School Red Cross membership, raising \$1200 in the

Second Drive; contributions to Armenian and Syrian Relief, Belgian Relief, French Relief, Italian Relief, the Y. M. C. A., the Y. W. C. A. totaling \$818; subscriptions to war-savings stamps \$4767.00 and to Liberty Bonds \$50,000. 67 percent of the boys in high school enrolled in the Boys Working Reserve for Summer work.

The University High School, Oakland, has been active throughout the year, turning out more than 9000 pieces in dressings, garments, socks, etc; investing in W. S. S. \$1745.39, in Liberty Bonds \$6450; four Belgian and French orphans adopted; Relief Funds, \$500.00; 500 food conservation cards signed; 24 school gardens, and 147 home gardens. Of the boys over 16 years of age, 85% were, during the summer, either working or enrolled in the Boys' Working Reserve. The service flag shows 19 boys and 9 teachers.

In Alameda County, under direction of Superintendent George W. Frick, stamps have been largely sold and War-Savings and Junior Red Cross Societies formed. Teachers have invested liberally in bonds. The proceeds from numerous war gardens will be invested in Thrift Stamps.

At San Fernando High School there was

held in the spring a "Tractor School". The manufacturers of tractors were most willing to co-operate and 5 types of machines were put at the disposal of the school during an entire week, each under charge of a man sent by the company. There were illustrated lectures on engines and people in the community attended. In the afternoons the school adjourned to the fields for practical demonstration. There was great interest, and it is hoped to make the event an annual one. The Principal, Mrs. E. C. Ingham, is nothing if not patriotic and progressive.

At Roseville, under direction of Principal A. G. Grant of the High School, there has been taken over the Southern Pacific Apprentice School under the plan of part time vocational work. There are 16 apprentices. The work of the regular 4 year course is definitely outlined by the company and the unions. The certificate of the school will be accepted by the authorities as a basis for issuing journeymen cards. The company allows the boys 2 hours per week on company time. A teacher visits the yards four times weekly and handles the class in two sections. The results of this experience is being applied in the modification of regular school courses.

CALIFORNIA SCHOOL EXECUTIVES

OF some of our California men who are taking up new administrative work this Fall confident and cordial mention should be made:

Mr. Wm. John Cooper who takes the new superintendency at Piedmont; Mr. C. M. Osenbaugh recently Principal of the San Jose High School, who becomes President of the Chico Normal School, and Mr. C. S. Phelps, formerly a member of the Fresno Normal school staff, and later at the San Jose Normal School, who becomes Principal of the Santa Barbara Normal School. Chas. E. Teach, who becomes City Supt. of Bakersfield.

Superintendent G. V. Whaley, formerly of Vallejo, goes to San Diego, and Superintendent A. C. Barker to Vallejo as superintendent of schools. Mention of their new fields of endeavor has been made in an earlier issue of this magazine.

Mr. Osenbaugh is already making an aggressive campaign for a picked, strong faculty at Chico, men and women of scholar-

ship and vision who through their own teaching and through the trained teachers sent out from the school, should make their influence felt in an improvement of the



teaching corps and in school-room practice throughout Northern California. As a university man himself, he seeks not less teaching skill among his graduates, but more and more accurate academic preparation.

It is a laudable ambition of Mr. Osenbaugh to make the instruction at Chico such as to make the teacher cadet love learning, and able to inspire in pupils the love of learning.

At Fresno, Mr. Phelps made an enviable reputation, not only as a teacher, but as a leader in rural school and neighborhood improvement, and in a broadly-conceived train-

ing for rural teachers. At San Jose beside his teaching of professional subjects, he was director of the Practice School for Cadets. At Santa Barbara he is called to direct a school for teachers of specific type,—a training school, primarily for Manual Arts and Home Economics. Established but nine years ago, the school has sent out more than 700 graduates, 65% of whom are in educational work. The growing demand for teachers of these special subjects makes the output of teachers from its courses of unique concern to the state.

Mr. Cooper, for several years head of the history department in the Berkeley schools and later as director of history and civics in the Oakland system, has but recently entered upon his duties as superintendent of schools in Piedmont. He is peculiarly well equipped for his new position. As a graduate of the University in whose near neighborhood he has held his teaching positions, he has for years kept up his graduate studies in education and in his own specially, doing superior work in school administration, school theory and the history of education. He has been an active and directive influence in the High School Teachers' Association, the C. T. A., the N. E. A., a member of the American Historical Association, the American Association for the Advancement of Science, and a frequent contributor to educational and other literature. In his teaching he has organized civic instruction in a peculiarly effective way.

Chas. E. Teach, after four years as Supervising Principal of the Orange Schools, succeeds D. W. Nelson as Superintendent of City Schools, Bakersfield, Mr. Nelson retiring to enter business. Mr. Teach is a progressive in education and has been a power upon the Orange County Board. He has in mind at Bakersfield the introduction of Departmental Teaching, Development of a Trades School, Study of Retardation, reorganization of the salary schedule, changes in courses of study, etc.

Two new Assistant Superintendents come to Los Angeles; Arthur Gould, for a period of years past the principal of the high school at San Diego and Harry M. Shafer, principal of Hanford High School. Both men have had extended experience, and splendid training. As an administrator, and because of his knowledge of high school problems, Mr. Gould will be of great assistance at Los Angeles. His work at San Diego is favorably known. Mr. Shafer has

had valuable experience in the professional training of teachers as head of a State Normal School and is a student of education.

Progress at School of Education

Friends of the University at Berkeley, and especially those who are interested in the preparation of teachers, will find satisfaction in the addition of two new members to the faculty of the School of Education.

Professor Robert Josselyn Leonard, late of Indiana University, and at present an agent for war work with the Federal Board in Washington, becomes Professor of Vocational Education. He has had rich teaching experience in high schools, in California, in Teachers College, and in Summer Sessions in the University of California, Washington State College; for four years was Director of Industrial Education in Berkeley; and promises to be a desirable acquisition to the staff of the Department.

Professor Cyrus D. Mead, specialist in elementary and lower high school work, comes to California from the University of Cincinnati. He had his first degree from De Pauw University, Indiana, and the degrees of M. A. and Ph. D. from Teachers College, the latter in 1914. Beside much elementary teaching, and in high schools, he has had administrative experience in schools for subnormals, and has been specially prepared for mental and educational measurements and tests. His publications cover a wide range of educational and technical topics, in the Pedagogical Seminary, the Journal of Educational Psychology, the Elementary School Journal and the Journal of Administration and Supervision.

Trustees and School Board members of Los Angeles County through an authorized committee recently appeared before the Supervisors of the County to request an increased school apportionment sufficient to carry on the schools of the county. The present rate of 16c on the \$100.00 assessed valuation is in many districts too small. An additional 5c was asked, increasing the apportionment to 21c. Many districts with a large assessed valuation have but few children of school age. In other districts with a small assessed valuation the average daily attendance is comparatively large. With the added apportionment and with an equalizing of financial responsibility, educational opportunities could thus be equalized. Superintendent Keppel made an admirable presentation of the case and various school officials led by the President of the Pasadena School Board, George R. Bickley, addressed the Board of Supervisors. There is every reason at this critical time for the increase asked for and it should be granted.

EDUCATIONAL LITERATURE

CRITICAL STUDIES IN PUBLIC EDUCATION.

Following a hundred or more surveys of state, local and institutional school systems, thoughtful people are beginning to take stock of their findings and criticisms. As one result of this flood of school investigations, there is now promised a flood of comparative studies of their methods and conclusions.

The Institute of Public Service of New York City, under the direction of William H. Allen, has recently published as Bulletin No. 48, "Teacher Benefits from School Surveys," being pertinent summaries from thirty recent reports. "Methods and Standards for Local School Surveys," (by Don C. Bliss, D. C. Heath & Co., Publishers, Price \$1.28) has an interesting and judicial characterization of the function, the usefulness and defects of surveys by George D. Strayer; and fifteen chapters with more than a hundred and fifty tables illustrating the procedure and possibilities of such investigations. Bearing the imprint of the World Book Company, in its "Educational Survey Series," William H. Allen and Carroll G. Pearce, there has recently been issued a volume entitled "Self Surveys by Teacher-Training Schools" being a report of the survey of Wisconsin's eight normal schools.

All of them agree, practically, that, as in mercantile pursuits, "seven out of every ten failures can be charged directly to a lack of knowledge of facts. A like situation is to be found in the field of education." The facts are to be discovered, not by observation only, but by some scale of measurement, equating teaching effort and results in terms of a norm or standard of coveted achievement. All of which suggests mention, and favorable mention of Dr. Judd's recent book, "An Introduction to the Scientific Study of Education," (Ginn & Co., Publishers). The title is a misnomer, as the treatment is not of education, but of the means and equipment; however, it is an admirable presentation of the several school and teaching instruments that lend themselves to either quantitative or qualitative measurements. It offers very definite concrete materials for study; examples developed, followed in each chapter by suggestive problems for further investigation and interpretation. Efficiency tests coming to be accepted by hard-headed business men as necessary for their financial interests, are not more needed than is some form of accounting in method and product, for the teacher, the supervisor, and the interested official.

The four publications noted are in no sense biased endorsements of the "Survey" as the reports have been published, but reveal a clear conviction that this greatest of all public interests, education, must not be left to traditional doing, a trial and error procedure, or the methods of chance and imitation. Some stock-taking survey, or, better still, a careful valuation of the successive steps of teaching and guidance through an impersonal investigation of the grounds of one's doing is of vital importance.

The literature noted here will abundantly repay a study by teachers.

THE TEACHING OF SCIENCE.

Recent months have brought to the school public and to the editor's desk some interesting books on the functions and methods of science teaching that deserve more than a passing notice. Three* of them may properly be included together under the above heading. Two of them are explicitly for teachers, and concerned with the method of instruction; Trof-ton's book, the third of the group, with teaching in the elementary school, emphasizing the organization of the subject matter and experimental studies, in a sensible arrangement: Twiss' text, "The Teaching of Science," is said to be "intended primarily to be used in the instruction of young men and women who are preparing themselves for careers as teachers in one or more of the natural sciences." Both represent the modern social viewpoint and the real scientific spirit.

Dr. Bertha Clark, head of the science department of the William Penn High School for Girls, Philadelphia, and author of "General Science," has, in her "Introduction to Science," extended the idea of the earlier work to a broader field, humanizing both the material and the method; making it an applied science, in a scholarly sense of the term, covering things and forces and changes that touch the every day life. Its forty-four short chapters are comprehensive of studies and explanations of most of the physical and biological relations of the Common life. "When the history of American education," to quote from the Foreword to the book, "of the first two decades of the twentieth century shall be written, this movement to humanize science will prove one of its interesting chapters."

The three texts represent the school and educational point of view, rather than the academic and specialist's uses of science; the human, rather than the scholastic meanings. They are written by proved experts in science; but who also know children and youth; who are teachers as well as students; who find, in science instruction, material and means of education, not less than for the laboratory and the lecture room. They are filled with practical problems and projects, along with suggestive lessons. Any teacher of any science who has an open mind toward education and not mere lesson-learning, will find them suggestive and helpful.

* Science Teaching, by George Ransom Twiss. The Macmillan Co. Price \$2.50.

The Teaching of Science in the Elementary School, by Gilbert H. Trof-ton. The Houghton-Mifflin Co.

An Introduction to Science, by Bertha M. Clark, The American Book Co.

Our Public Schools, Their Teachers, Pupils and Patrons, by Oscar T. Corson. Published by the Author, Columbus Ohio, pages 302; price \$1.35.

Those who are personally acquainted with Oscar T. Corson, who have heard him from the platform, have read from month to month what he has had to say in the Ohio Educational Monthly and more than all who have been inspired by his conversation and personality, would understand how a book from his pen could be human and sensible as well as pedagogic and scientific. Such a book is "Our Public Schools, their Teachers, Pupils and Patrons." This volume in the compass of the 300 pages tells a progressive story in education that any young teacher will be helped in pursuing and any teacher of experience, once he picks up the book, will be glad to complete. Dr. Corson has been "through the mill". He knows all phases of education, appreciates the problems and difficulties of the teacher, understands the obstacles to be overcome in administration and is on quite as familiar terms with the problems of parents and pupils as with those of the teaching staff. The book could well be used in teachers reading circles, in normal and training school classes and by all who have to do with the home and the school. It is adopted for use by the Ohio State Teachers' Reading Circle for 1918-1919. It is published by the author. Copies may be had of him at Columbus, Ohio, \$1.35 each; reduction for quantities.

The Evolution of a Democratic School System, by Charles H. Judd. The Houghton Mifflin Co., (Riverside Educational Monographs.) Pages 119. Price 75c.

Concerning the structure of our school system there is no question more frequently discussed than that of the reorganization and proper and effective articulation of its several parts. In this little monograph it is made clear that in the formative period of our educational history the blind copying of the Prussian eight year Volksschule is chiefly responsible for the undemocratic break between childhood and youth; leading to the foreshortening of the period of training for many, the ill adjusted methods of the middle years, and the absence of an academic stimulus so much needed during early adolescence. Three chapters present an illuminating discussion of the purposes, the organization, and the relations of the Junior High school to other parts of the system. Under the caption, "Practical Methods of Promoting Reform," the author offers a novel but constructive suggestion for providing books for the Junior High School that should stimulate discussion among teachers. Altogether, the book is one that should be widely known and its teachings critically tested.

Civic Biology, by Clifton F. Hodge and Jean Dawson. Ginn & Co., Pp 381. Price \$1.60.

This is a book, unique among biologies; unique, not because of its exceptional treatment of biological forms (even that would make it much worth while); but mainly because its motif is their civic meanings; in the words of the sub-title, a study of "Problems, local and

national, that can be solved only by Civic Co-operation." "The measure of our needs for civic biology is seen in the enormous and vital wastes, losses and damages under which we suffer as a people." The titles of the thirty-two chapters indicate the comprehensiveness of the study of the manifold biological problems that have civic meaning. In the present period of food and material and health conservation, and a rising social self-consciousness such a book is timely. The book teems with problems and projects and first-hand stories. Its method is educationally sound. Its facts and conclusions are those of science experts. Its English has the clearness and simplicity of one of Huxley's essays. And its teaching that the studies have a vital relation to human group life constitutes it a wholesome text for civic training.

The History of the American People by Chas. A. Beard and Wm. C. Bagley. The Macmillan company, pages 674, price \$1.20.

The authors have presented us with a book extremely well adapted to meet the demands of this new day. There are in the first place noticeable omissions of much of the material ordinarily included in the history text books. On the other hand the authors have laid stress upon those facts and forces which, running through the historical development of the country, have built us into the present great nation. Emphasis is placed upon those political, industrial and economic movements that have shaped and directed American life. This has brought about a topical method of treatment in the book such as to adapt it admirably to the grammar grades and junior high school and does away with the segmenting of history into presidential administrations and places it before the pupils rather in terms of historical epochs or periods. There are excellent colored maps and plates and valuable illustration throughout the book. The questions and exercises and problems for further study at the close of each chapter are noticeable features. There are chapters on the triumph of industry, immigration, advance in popular education and finally on the great war which brings the book distinctly down to date.

A Child's Book of the Teeth, by H. W. Ferguson.

The World Book Co., Pages 63, Price \$.44.

Dr. Ferguson, an eminent dentist, has given us something entirely unique. This primer in the New-World Health Reader Series can be used either as a supplementary reader or as a text. It brings before the child in the most attractive way the important facts that should be known about the teeth and their care. The author has himself illustrated the book much after the "Brownie" manner of illustration. It is an interesting and unusual treatment, both in text and illustration.

Pacific History Stories Retold, by Harr Wagner.

Harr Wagner Publishing Co. Pages 191, Price \$1.00.

This book of Pacific History Stories in its revised form will meet with favor. There is at this time particularly much demand for an historical reader covering notable events, on this

great western coast. The book can be used either as a text in the teaching of western history or as supplementary. There are a number of improved features in the book over the former edition. Of peculiar interest is the chapter on the story of Fremont, the one on the old Californians and that of the Donner Party. Mr. Wagner's treatment of the story of the great fire of 1906 has distinct literary merit as well as historic accuracy. By adding a chapter on the Panama Canal the book is brought to date. There is an illuminating section on the meaning of Spanish names and one on historic landmarks. The author was assisted by Miss Alice Rose Power, Principal of the Washington Irving School, San Francisco.

The Gordon Readers, New Series, by Emma K. Gordon, and Mariette Stockard. D. C. Heath & Co., Primer, 1st Reader, 2nd Reader. Price 32c, 40c, and 44c.

These books are beautifully illustrated, the primer and first reader largely in colors. They contain entirely new material, not included in the former series of Gordon Readers. The grading of the material will meet all pedagogical requirements. The treatment is interesting and the type and workmanship of the books such as to appeal to the children. There is provided flexibility in arrangement so that the books may be used as basal, in reading taught under any modern method. An appropriate amount of phonic work is provided and there are stories and selections of literary merit.

A Short History of Science by W. T. Sedgwick and H. W. Tyler. New York. The Macmillan Co. 1917. Pages XIV+474. Price \$2.50.

Teachers as a rule neglect the possibility of interesting their pupils in the historical development of the subjects of the curriculum. It is a commonplace that nothing can be understood without a knowledge of its origin and development. This is as true of the subjects of the curriculum as it is of an organism or an institution. There are several books which present the history of science. They are all interesting. Many of them, however are so voluminous as to be forbidding. This is not the case with the book here mentioned. It is a short and concise treatment of the evolution of the physical sciences. It is in large type with many drawings and illustrations, is well bound and neatly printed. Open it at random and you will find something interesting, something that would be of interest to the youngest pupils. Here, for instance, is an explanation of the origin of the signs used in arithmetic. Here, again, is an account of the discovery of the law of gravitation and, again, of the discovery of oxygen. In the appendix the important inventions of the 18th and 19th centuries are mentioned with some account of their discovery. I said the book is limited to the history of the physical sciences but that is not quite accurate, as in the 17th chapter we have an account of the advances in zoology, botany, physiology, and bacteriology in the 19th century. The importance of this book as a means of awakening interest in the ordinary school studies can hardly be over estimated. Teachers are

generally solicitous concerning the means of awakening interest. Here is one of them.

I. W. HOWERTH,
University of California.

The Koehler Method of Physical Drill by Capt. Wm. H. Wilbur, Inf. U. S. Army, Instructor of Physical Drill, Officers' Training Camps, etc. J. B. Lippincott Co. Pages 149. Price \$1.00.

Of the many books on physical drill and elementary military tactics no volume has made the appeal to us as has this brief treatise. While a military man, the author certainly appreciates fully the school's point of view. There is full realization of the fact that the best military training possible is after all real physical education. Attention is given to calisthenics, marching and marching exercises, jumping exercises, games and contests. There is an excellent chapter on rifle exercises, the giving of commands and one for the civilian instructor. The appendix contains information on all forms of setting up exercises with progressive lessons. The book is well illustrated.

South America. By Nellie B. Allen, State Normal School, Fitchburg, Mass. Ginn and Company, pages 413; price 80 cents.

This volume is a valuable addition to our literature on South America. Our southern neighbor is steadily increasing in importance, and our relations to her are many and intimate. Physical and human conditions in the various countries are described in an interesting manner. Several maps add to the value of the book and nearly all of the 183 illustrations are good and have definite teaching value.

JAMES F. CHAMBERLAIN,
Los Angeles State Normal School.

School History of the United States, by Albert Bushnell Hart, The American Book Company. Pages 505+XXIV. Price \$1.20.

A book by Dr. Hart is always a school event. This one for the grades is not only wholesome but timely. Better than in many such texts, this one distributes attention to the important periods, to the several geographical sections, and to the social, industrial and economic interests of our history. "A special effort is made to bring home to the minds of children the way in which our government is carried on." Its civic meanings are the object of frequent comments throughout the treatment. "About one-third of the book is given to the period since the civil war," and less than one-fourth of it to the 150 years before the Revolution. As a text, it is admirably arranged. The illustrative material has been selected with a fine sense of fitness to the purposes. Invention, the industries, civic art, educational institutions, labor, transportation,—both in text and illustration, are given recognition. There has been an evident effort to portray the life of the people, the conditions of prosperity, the development of business, and the spread of intelligence. Besides carefully chosen specific references at the end of each chapter, there is given a "Brief List of Desk Books" for the use of the teacher, including methods and materials, collections of sources, single helpful volumes and excellent maps.

NOTES AND COMMENT

Keep the Schools Going. One of the most encouraging features of current educational discussion is the aroused interest in all forms of training, notwithstanding the phenomenal public expenditures for other purposes, the increased war taxes, and the manifold distractions of the public mind. And not the least gratifying is the heroic and willing effort being made in France and England, to improve their schools and adapt them to the emergencies of the present, and to the future of civic and economic development. "Europe's lesson to the United States," says Commissioner Claxton, "is to keep the schools going; to make education during and after the war better and more effective than it has ever been. There are before us now just two matters of supreme importance; to win the war for freedom, democracy and peace, and to fit our schools and our children for life and citizenship in the new era which the war is bringing in."

The "Go to College" movement is not less an educational policy than a war necessity. It says, in effect to the ambitious young American: "You serve your country by going to college. To make sure that you do not lose thereby the opportunity of serving your country in a direct military capacity, you will be asked to join the special U. S. Army College training units. You will be liable for service at a moment's notice, but because you are worth more to the nation with your college training than without it, you will be expected to stay in college until called by the Government."

Secretary Lane says, "We cannot afford to do anything that will interrupt the education of the 22,000,000 boys and girls who are our chief resource and chief concern. We are fighting that democracy may be preserved for them; but we must not let the war turn us aside from our duty of seeing that they are mentally trained to take their places in the world when life's responsibilities shall come to them as men and women."

The rehabilitation of disabled soldiers and sailors and of those injured in the industries is a new work of the greatest importance, and one demanding the sympathetic interest of all teachers. In a later issue we shall discuss this work at length. We here mention two magazines devoted to the subject. "Carry On" is the title of a magazine issuing its first number in August of this year. In this number there are articles by President Wilson, Theodore Roosevelt, Charles M. Schwab, Judge Julian W. Mack and Augustus Thomas. There are many illustrations showing how disabled men are returned to the service or to trades and industries after the rehabilitation is completed. The "Hospital School Journal" is another magazine that gives information on the reconstruction of men and women and of crippled children. This is published by the Michigan Hospital School at Farmington, Michigan, and sells at 10c a copy. "Carry On" is published for

the Surgeon General of the U. S. Army by the American Red Cross. A bulletin issued by the Department of the Interior is entitled *Public School Classes for Crippled Children*, prepared by Edith Reeves Solenberger, and takes up the work in various school systems especially in New York, Chicago, Philadelphia, Cleveland, Detroit and Baltimore.

Announcement is made in the public print of the award to the State Normal School in Los Angeles of a medal for "The most meritorious work in Architecture in the southern section of the state". The award was made by the Southern California Chapter of the American Institute of Architects and followed an inspection of all buildings erected in Southern California during the past 5 years. The school is characterized by the jury as "a well balanced group plan—free, straightforward and losing nothing essential in the way of symmetry." The group of buildings cost \$600,000. This is the first award of its kind made in Southern California and it is expected that an award will be made annually hereafter.

The Committee on Public Information, through its Division of Civic and Educational Publications, with Guy Stanton Ford Director calls attention to the series of lectures illustrated with slides which is being prepared by George F. Zook, Professor of Modern European History, Pennsylvania State College, for Committee on Public Information. The lectures and slides have to do with the various war activities of the United States up to this time. The can-tonments, airplanes the Navy, shipbuilding, the trenches and many other features of the war are described in an interesting and instructive way. Each lecture is accompanied by from forty-five to sixty-five slides which are being sold at the nominal price of fifteen cents each. The lectures and slides will be available for use about October 1. Superintendents and teachers should begin now to plan for these lectures. They will find them just what is needed to give their pupils an intelligent idea of what our government is doing to win the war.

For further information address the Division of Civic and Educational Publications, Committee on Public Information, Washington, D. C.

Extension of our notions of Educational Responsibility. Largely because of the stimulating influences of the war, both school people and the general public are coming to feel as well as to see how much more must be done than the traditional schooling can accomplish for our people.

The Federal Board for Vocational Education publishes monthly, "The Vocational Summary," covering in its pages discussions on a variety of topics,—including "Rulings and Interpretations" under the Smith-Hughes Act; notices of publications of the Federal Board; applications of the work to the needs of southern negroes;

A NEW HISTORY

FOR HIGHER ELEMENTARY GRADES AND JUNIOR HIGH SCHOOLS

THE reputation which Professor Hart of Harvard has long enjoyed as a historian and writer of books for older readers has been much enhanced by the publication of this new book—**School History of the United States**. He has told his story in a simple, informal manner that is genuinely interesting to young pupils of even twelve years of age. Instead of a mere chronological narrative, it presents an unusually vivid picture of the chief phases in the nation's development. It has color and atmosphere.

In **Hart's School History** twelve of the thirty-seven chapters portray American life in its various phases—dress, churches and religion, schools, literature, industries, currency, travel and transportation, commerce, labor conditions, health and disease, the position of women in civic life, amusements, inventions, etc. One entire chapter is devoted to children, their interests, games, work, amusements and school life.

Professor Hart has made a particular effort to give a broad and impartial account of our relations with foreign countries. In each of our wars, the attitudes of both sides are faithfully presented.

The simple and clear discussion of political questions and intricacies of our government will make **Hart's School History of the United States** of great assistance in making school children into intelligent citizens.

The illustrations in black and white are, for the most part, of actual persons and things or reproductions of old prints. Sixteen full-page pictures in color were painted especially for this book and show impressively important scenes in our history. The maps are numerous and helpfully placed.

The teaching apparatus in each chapter includes a summary of the chapter, references to maps, sources and histories, and questions and essay topics.

American Book Company

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the need and services of technically trained students by the government; the re-education of crippled soldiers and sailors; and an admirable exposition of co-operation agreements with the Department of Agriculture, the Bureau of Education and the Federal Board. Persons interested will receive copies of the periodical or the Board's publications, by addressing Federal Board for Vocational Education, Ouray Building, Washington, D. C.

The Department of the Interior, also, through the Bureau of Education publishes "School Life," devoted to national problems of education, and the dissemination of information concerning school and educational efforts throughout the states and the outside possessions. Such topics as the Garden Army, War Americanization, a war program for Science and Industrial Arts, the Junior Red Cross, Home Economics on a war basis, Home Reading Courses, the College Training Plan through the Students' Army Training Corps, a proposed national law for physical education, community and national life leaflets, and important publications of the Bureau hearing on these and similar problems. These, also, may be had for the asking. Teachers who wish can have their names placed on the mailing list, and receive the publications regularly. Millions of them are distributed annually and California teachers of whatever grade from the primary grades to the high schools should avail themselves of the privilege.

With a like purpose, but of narrower scope, are the efforts being made by the Y. W. C. A. and the Y. M. C. A. through their immigration departments, to effect the real Americanization of adult immigrants. A notable course of lectures was recently given by the Young Women's Christian Association of San Francisco, which included some new features. Eleven nationalities were represented and except the Mexican and Chinese groups, the speakers were all their own countrymen, able to speak as true Americans, combined with a sympathetic understanding of the point of view of their people. An Americanization program was adopted and recommended to universities, extension classes, normal schools and High schools; to cosmopolitan and other civic clubs; to the churches, magazines and the daily press, especially the foreign language press; to industrial leaders and employers of labor; to public libraries, etc. All this to the end that an enemy alien may have a chance to become a loyal intelligent American, and that the intimate service of Americanized foreigners of social status and intellectual power be utilized in the movement.

The educational world was startled by the news of the death of John D. Shoop, Superintendent of the Chicago schools. He died suddenly at Rockville, Indiana, on August 9, while on a speaking tour. Mr. Shoop succeeded Mrs. Ella Flagg Young as superintendent in 1915, and previous to that time was Assistant Superintendent, and earlier, Principal of one of the schools of Chicago. He was a member of the committee on Thrift Education of the National Council of Education, and had only a few



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days before his death written us that an article on Modernizing Courses of Study to Meet New Conditions, and prepared by him at our request, would be soon forwarded. His ability as a school man and administrator was thoroughly appreciated by leaders throughout the nation.

The Use of the Dictionary is the title of a useful little booklet issued by the G. & C. Merriam Company, publishers of Webster's New International. This booklet prepared by Dr. Edward W. Stitt, District Superintendent of the New York City Schools, sets forth in the form of games the many uses of the dictionary, and will prove both interesting and useful. There is included a graded course in dictionary use. The illustrations are good.

Of California School Administrators who have entered other work for the time being are Duncan MacKinnon, for several years past the well known superintendent of the San Diego Schools. Through his interest in war activities Mr. MacKinnon has taken over the Food Administration work for San Diego.

Mr. C. H. Covell resigns from the Superintendency at Redlands to secure a necessary rest and change. It is hoped that an extended trip through the Northwest and a life in the open may soon regain for Mr. Covell his former state of health.

Both men have served the schools of the state and the Council of Education long and well. Their many friends wish for them for speedy return to active school work.

Mr. M. C. Bettinger, one of the oldest school men in Southern California in point of service and for many years Assistant Superintendent of the Los Angeles schools, retires this year. Mr. Bettinger has, through his quiet, unassuming manner, his optimism, his sympathy for and appreciation of the teacher's work, and his interest in boys and girls, made for himself an abiding place in the hearts of school people. His well wishers, after 33 years continuous service in Los Angeles, are legion.

The American Home Economics Association held its recent annual meeting at University of Chicago and at Hull House. The membership is composed of men and women who are interested in improving conditions in the home, the institutional household and the community. In view of the unusual existing conditions, the association determined to forward the cause of instruction in home management, including the principles of nutrition, proper choice and preparation of food, thrift, and economy in use of clothing, fuel, and other household essentials, to all girls in the higher elementary grades and in the high schools. The Association urged instruction for boys and girls in matters relative to the welfare and maintenance of the individual in the home. There were advocated departments of home economics in normal schools and colleges, dealing with questions of public health, nutrition, and thrift; co-operation in the conservation of food, fuel and clothing, and the furthering of the campaign for child welfare.

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Vacation is over. You are again "on the job" tackling the problems of the new school year. And those problems are many. But the most pressing centre on Winning the War. The school and the library must become more and more the "right hand" of the Government in taking the message to the people on all lines. The school and the library must do more and more, and at once, to prepare pupils and grown-ups for the days of world and national reconstruction to come with peace.

The War-Savings Campaign must go on. The fourth Liberty Loan Drive will soon be with us. Red Cross work must continue. A constant stream of books and periodicals must continue to go to camp and cantonment, to trench and battleship. And in all this work, the school and the library should lead.

Efficiency with a capital "E" will be the keynote for the coming year. Efficient teaching, efficient courses of study, efficient books and material will be demanded more and more by the people who are paying the bills. And what could better fit into the efficiency program than the Milton Bradley material? It covers practically everything for the amusement and instruction of the child, whether in the home, the school or the library. Let us tell you just how the Milton Bradley Quality books and material will fit into your work.

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P. S.—In the October "News" (out October 1st,) we'll give you a preachment on War-Savings.

Dr. W. L. Ettinger, for a number of years Associate Superintendent of New York City Schools, assumes the superintendency in succession to Dr. William H. Maxwell, who has been made Superintendent Emeritus because of ill health. A number of prominent men were spoken of for the position. Dr. Ettinger is a natural teacher and has done much to help develop the New York system of schools. There has been in force what is known as the "Ettinger Plan," meaning the pre-vocational schools for 7th and 8th Grade Boys, where in addition to academic work, they are given a variety of "testing out" experiences in manual, machine and electrical work, advertising, draughting, etc. Other important plans have been inaugurated by Dr. Ettinger. It is expected that he will move forward as Superintendent in the same quiet but effective way in which he has gone about his work as Associate Superintendent.

A correspondence course in patriotism is put out by the National Security League. These pamphlets embody topics covering the importance of the war, the meaning of America, true democracy, the right of private property, etc. The ten lessons already received constitute an excellent textbook in patriotism teaching that can be well carried on through correspondence. For further information apply to Etta V. Leighton, Civic Secretary, National Security League, 19 West 44th St., New York City.

The Kindergarten-Primary Council of the West, at its recent meeting in the South, adopted a strong set of resolutions, one of which advocated the removal of the sharp distinction between the kindergarten and the primary school. The practice on the part of normal schools and kindergarten training schools to unite preparation for kindergarten and primary work in the same course was commended. The spontaneous play activities by the children in connection with their work was advocated. This organization is affiliated with the National Council of Primary Education with field of activity at present limited to the Coast and Western States. The next meeting will be held in Pasadena, September 21st. W. N. Hallmann is President and Clara S. Brown, Secretary.

The State Board of Education at its July meeting decided that the newly adopted series of music books was to be used after the objectionable material of German origin found in some of the songs had been removed. It was further determined to place a close scrutiny upon all texts in history now in use and to request the State Normal Schools to use only books that were free from taint or pro-Germanism.

Bids for texts in Arithmetic were authorized, these to be received not later than January 1, 1919. Graduate students of Radcliffe College were admitted to accreditation. The printing of the state series advanced history will be discontinued when the books now in use are worn out.

Mr. J. B. Nash, Assistant Director of the Recreation Department, Oakland, was offered the



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The Gordon News Page

The Effects of the War.

The conditions growing out of the war have made all Boards of Education—both city and county—conservative. Very few changes have, therefore, been made this year in plans, in buildings, in apparatus or in books. The Boards have preferred to wait, to leave the courses of study in status quo, to make no changes of any nature that would cause expense unless they could show that great advantages were sure to follow.

The Gordon an Exception.

There has been one noted exception on the parts of Boards, however, to this tendency to keep things as they were, to retain what was in use—The Revised Gordon Method. The New Teacher's Manual and the readers of the Revised Series have attracted so much favorable attention and have given such convincing promise of improved results that Boards everywhere have felt justified in introducing them. As a result more cities and counties have changed their method readers this year than in any other summer during the past fifteen years. Not only have those Boards that have learned by years of successful use the value of the older series in securing good reading changed to the New Series of the Gordon, but also several cities and counties that have tried other methods have recognized the superiority of the Revised Gordon and have arranged to give their schools the benefit of it. On the whole this has been a Gordon summer. The New Gordon Method has been adopted almost everywhere.

Order the Primer

Do not forget when you make up your order for the readers that the NEW SERIES begins with a PRIMER. This book exemplifies and makes use of the phonetic work of the first half year. The First Reader employs the phonics taught in the second half. Disappointment is sure to come to the teacher who begins her reading from a book with the First Reader.

The Third, Fourth and Fifth Readers.

The revised books for the Third, Fourth and Fifth Grades are a very valuable addition to the series. They serve the double purpose of supplying content reading and method. From the standpoint of the former, they compare favorably with any of the better content readers for these grades; while, from the latter, they offer a distinct advantage. They supply the method, the material and the assignment for a complete review and drill upon the phonic work taught in the first two grades. If the instructions to teachers here given are carried out there will be no breaking down of the reading as the pupils advance. On the contrary, the excellent work of the first two years will be strengthened and developed by this repetition and drill so that a complete and permanent mastery of the mechanics of reading will result. If you begin with the Gordon Method, you should continue with the revised Third, Fourth and Fifth Books.

Good Supplementary Readers

If you are using some other method you will find the Gordon Third, Fourth and Fifth Readers excellent for supplementary purposes. Their aim is to teach children to read intelligently and with enjoyment to themselves and to others. This end is attained through material drawn largely from Fairy tales, folklore, animal and hero stories, and tales of travel. Each selection has a definite ethical purpose and will be read and reread for its own impelling interest. Since this material is on the whole new it will not duplicate that of your regular text.

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appointment as Assistant State Supervisor of Physical Education.

A resolution offered by Commissioner Wood was adopted to the effect that no high school course should be approved unless it included as requirement for graduation at least one full year of American History and Civics.

A rule previously in force requiring four years of teaching for the re-establishment of standing of a teacher long absent from the profession, should apply only to teachers who were ineligible to the benefits of the retirement law when the law was passed in 1913 and who had not resumed teaching since that time.

The death of Frank H. Ball will be keenly felt, not alone in California but throughout the nation. Mr. Ball had been serving under the

National Vocational Education Board in administering the Smith-Hughes act, as Director of Evening Schools for the training of teachers in vocational and industrial subjects, with headquarters at the Los Angeles State Normal School. Before assuming this position Mr. Ball was President of the State Normal School at Santa Bar-



bara. He had served as Director of Manual Training and Industrial Education at Cincinnati and Pittsburgh. For a number of years we were personally associated with him on the Faculty at Throop Polytechnic Institute, to which position he came from the University of Chicago where he was associated with Dr. Dewey in the School of Education. Few men in the United States have had such broad and varied experience in the Industrial and Vocational field. As man and teacher, Mr. Ball will be remembered and honored.

At the Summer Sessions of a number of California institutions many valuable courses of war time significance were offered, including courses in Agriculture, Physical Education, Health and Hygiene, History and Patriotism and the like. At the University of California there were 285 courses offered in 33 Departments under 160 Professors, with an attendance of 4084. The school was in two sessions, the attendance of the second session being very satisfactory. For the first time, the University held a Summer Session in Southern California, at the Los Angeles High School. Here were offered 97 courses in 24 Departments with 74 Professors. There was an enrollment of 628. The success of this Session is guarantee of its continuance. The University of Southern California as usual held its Summer Session on its own campus with satisfactory results. For the first time Stanford University held a session which was continuance of the regular school year, the work now being offered there in four quarters. There were 325 students in attendance, some 40% of these be-

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ing graduate students, with the largest registration in Education and the next largest in Chemistry. A number of evening lectures open to the public related particularly to the war and educational reconstruction.

Most of the State Normal Schools offered Summer Courses. From information obtainable at this time we learn that the Humboldt State Normal at Arcata offered 46 courses with students attending from California and Oregon. Emphasis was placed upon Cooking and Food Conservation, Manual Training, Physical Education, American and European History, Geography methods and other modern subjects. All students devoted one period each day to Red Cross work in knitting and sewing.

At the San Diego Normal the attendance was 348 including 72 from states outside of California. The most popular courses were those in the Industrial Arts, Art, European Geography, Food and the War, Plays and Games, Folk Dancing, Methods in Arithmetic, Primary Methods, Penmanship and Music. In all 40 courses were offered.

Three hundred teachers attended the Summer Session at San Jose Normal and in addition there were over 100 in the Training School. 34 Courses were offered in 4 Departments under 23 Professors. The most popular courses were Physical Education and Household Arts. Music was also largely called for. The War Work courses in First Aid were popular as were those in Food Conservation.

At the Santa Barbara Normal 177 were in attendance. The practical courses offered in the fields of Manual Arts, Home Economics, Fine Arts and Physical Education with special War Courses for Nurses, were intensive and well attended. Conservation was given a leading place as well as work in Household Accounting, Home Decoration and the like.

The Sierra Summer School, (the Fresno Normal School) was held as usual at Huntington Lake with some 70 normal students and 26 children in attendance. Physical Education, Playground Management, War Literature and Food Substitutes were emphasized.

Reports from other Normal Schools have not at this writing reached us.

At the California School of Arts and Crafts courses were organized with every consideration of their practical value, and particularly of the immediate needs of War time. In the Graphic Art Courses stress was laid upon the production of War Posters. Weaving, Pottery, House Planning and Decoration, Water Color and other lines of work were emphasized.

A number of prominent California educators offered courses in the various Summer Sessions in institutions other than their own. Superintendent G. Vernon Bennett of Pomona, offered at the University of Southern California, two courses, one on Junior High School Administration, the other on Progressive Movements in Education. Superintendent Fred M. Hunter of Oakland, was connected with the Faculty of Teachers College, Columbia University, the topic of his course being The Principal and His School. Professor James F. Chamberlain of the Los Angeles Normal School, was for the

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second year a member of the Faculty of the Kansas City Summer Institute, with courses on the Principles of Geography, Geography of South American Countries, and lectures on Geography of the War. Dr. Wm. H. Snyder, Principal of Hollywood High School had as the subject of his course at the University of California at Berkeley, Problems of Secondary Education. Superintendent Chas. C. Hughes of Sacramento offered two courses in School Administration and on the Curriculum at the University of Oregon, at Eugene. Dr. John M. Brewer, State Normal School Los Angeles, offered two courses at the University of California, The Problems in Vocational Guidance and the Principles and Practice of Vocational Guidance.

The acrostic which follows is dedicated to Superintendent Alex Sherriffs of San Jose. It was sent us by Mr. W. W. Cooley of the Burroughs Adding Machine Company, and was written in appreciation of what Mr. Cooley characterizes as a wonderful address made before the California Bankers Association by Mr. Sherriffs. This war address of Superintendent Sherriffs has been given in various places in the state and is deserving of the compliment paid by Mr. Cooley. The latter also has our appreciation for his splendid endeavor. [Editor.]

Alexander Sherriffs

An inspiration, you gave tonight.
Listeners heard, your words aright.
E'en as you, the tale unfold.
Xerxes-like, so brave and bold,
A feeling came to every heart,
Now is the time to do my part.
Dark tales of truth, by you portrayed,
Each one that heard, has earnest prayed,
Belief to come from that vile power

So vicious in the present hour.
Hearts moved to pity, bringing tears,
E'en as the hideous scene appears,
Rouse others, as you did tonight,
Instill the thought that, we must fight,
Fight on, for perfect liberty,
Fight on, to make all mankind free.
Secure at last, real victory.

Concerning a Moving Picture Film. There has come to the Editor a Teacher's protest against the use of the film "To Hell with the Kaiser" which deserves more than the brief notice it can receive here.

A certain theatre manager had sent special invitations to a number of teachers and soldiers, and during the evening passed out cards asking for comments or criticisms and names. The author of this communication sent later, a two-page typewritten reply. Among the comments the following are quoted; and the writer may say with approval:

"The war has swept away a number of little conventions of restraint that has for years been building up for its moral safety, and such a scene works the opposite effect.

"If it were necessary to do this thing, in order to win the war it might be justifiable. But the war will be won more surely without it. The war is fought on moral issues, and to be won with moral

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The open letter from Mr. Charles A. Wheeler, Secretary, California Teachers' Association, Southern Section, is dignified, direct in protest, and sensible.

A nervous collapse and strain of over-work brought on the death recently by his own hand of Mr. Duncan Stirling for many years connected with the school system of Monterey County. Mr. Stirling was well known throughout the state and particularly in the South Coast counties, where for years he had been connected with the schools both as teacher and county superintendent. He was a man of genial personality, educational capacity and with large ability in a business way leaving his financial affairs in a satisfactory condition. While his family and friends feared a nervous collapse and he had made all preparations to go entirely out of business for the time, they had no idea of his critical condition. It is a great satisfaction to know that he did his work well and faithfully and leaves a large circle of friends.

At the University of Southern California the opening date in the College of Liberal Arts has been postponed until September 23; registration September 19, 20, 21. This is to give men an opportunity to complete their summer work on the ranches, etc.

The California High School Teachers' Association held its recent annual meeting at Berkeley in connection with the Summer Session of the University of California. Dr. E. W. Hauck, Principal of the High School at Fullerton, was President. In the absence of Secretary Frank F. Palmer of the Claremont High School, Principal B. R. Crandall of the Holtville High School, performed the secretarial duties in an admirable manner. The addresses and papers had a distinctively war-time trend and were valuable in the highest degree. As President for the next year, the Association elected Principal P. M. Fisher of the Oakland Technical High School. During the last two or three years the work of this association has been carried on very much

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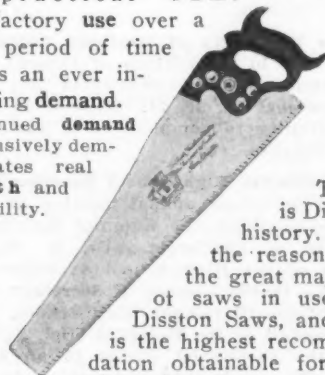
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in harmony with that of the State Teachers' Association. To consummate this more fully, and that the Secretaryship should be permanent, the duties of Business and Executive Secretary were vested in Secretary Chamberlain of the Council. Copies of the Proceedings of the Association may be had by addressing the Council of Education, Monadnock Bldg., San Francisco, price per copy 50c. Membership in the association carrying with it copy of the Proceedings may be taken out at 50c. As the number of copies is limited, this should be done at once.

The many friends of Mr. L. Van Nostrand will be interested in the announcement of his marriage to Miss Georgette Heeney on August 9. Mr. Van Nostrand, as Manager on the Pacific Coast for Milton Bradley Company has proved not only a splendid business man, but most popular and genial. Mrs. Van Nostrand is most favorably known. The couple have the congratulations and best wishes of schoolmen and women throughout California and the coast.

At the opening session of the First Summer Session of the University of California held in Southern California, Superintendent Horace M. Rebok of Santa Monica, delivered the welcoming address. The address was both a greeting and a prophesy and was given in Mr. Rebok's usual gracious way. The following especially significant words are quoted from the address: "I predict that the influence of the University of California will henceforth do more to remove the social, political and economic mountains that conflicting interests have attempted to erect along the Tehachapi than all other influences in the state. The state today becomes the campus of the University. Her doors are open, south as well as north. She rightfully claims the interest and affection of all engaged in state education. Through her Extension Division, Experiment Stations, and her Summer Sessions, her service and influence are felt in every county and hamlet in the state, and through these broader services she has sealed the bonds of friendship between those sections of the state we are accustomed to call "north" and "south."

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Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in arithmetic," may be submitted on or before the hour of 4 o'clock p.m. of January 1, 1919. Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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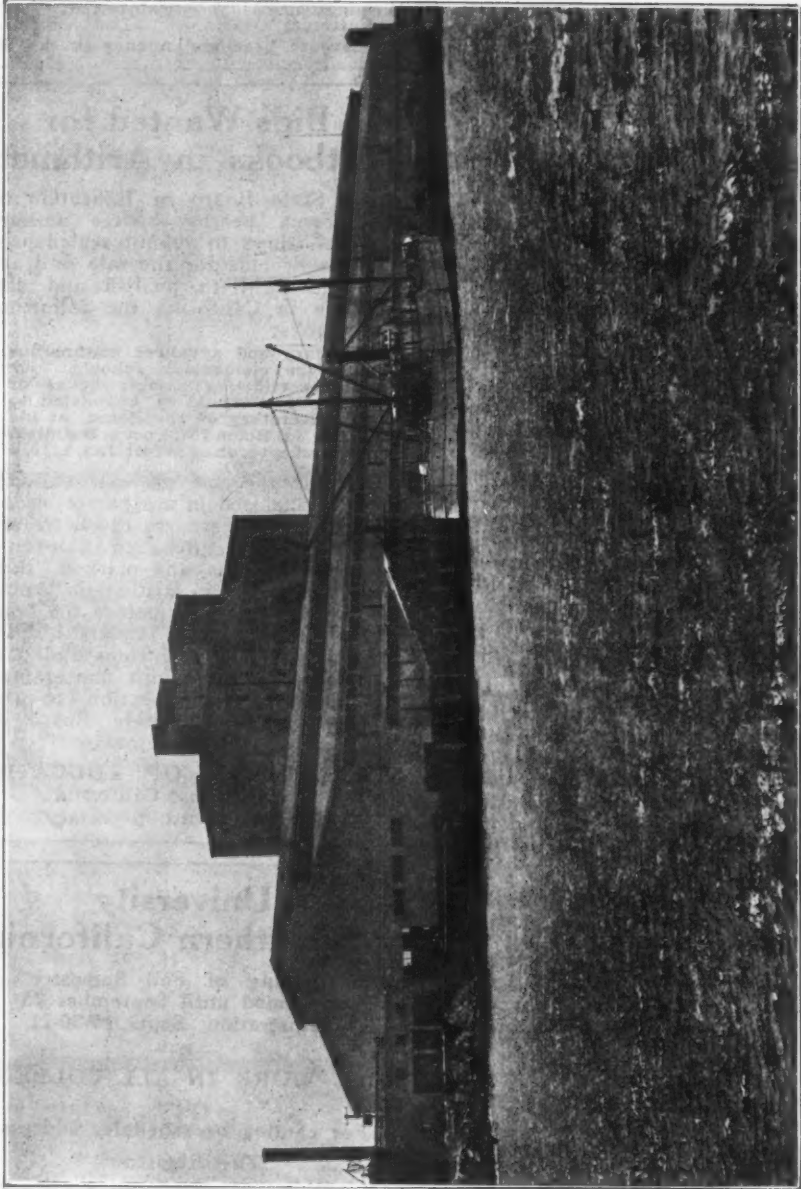
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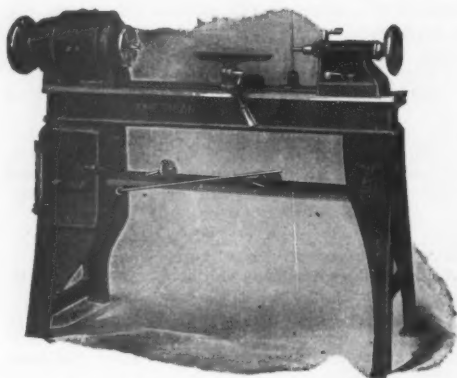
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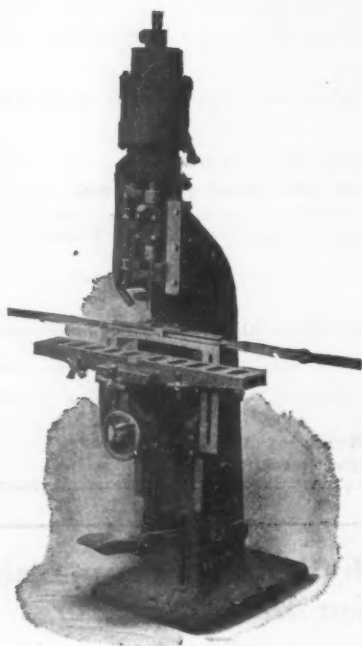
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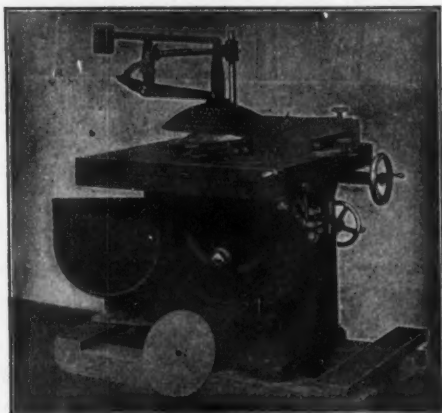
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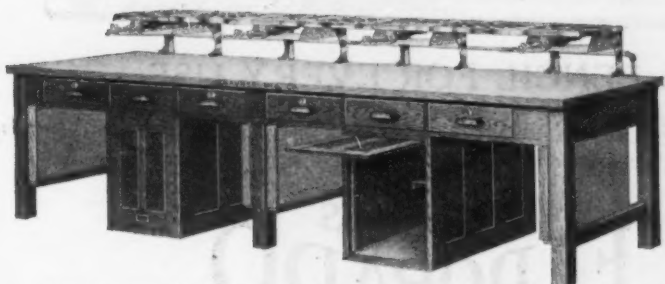
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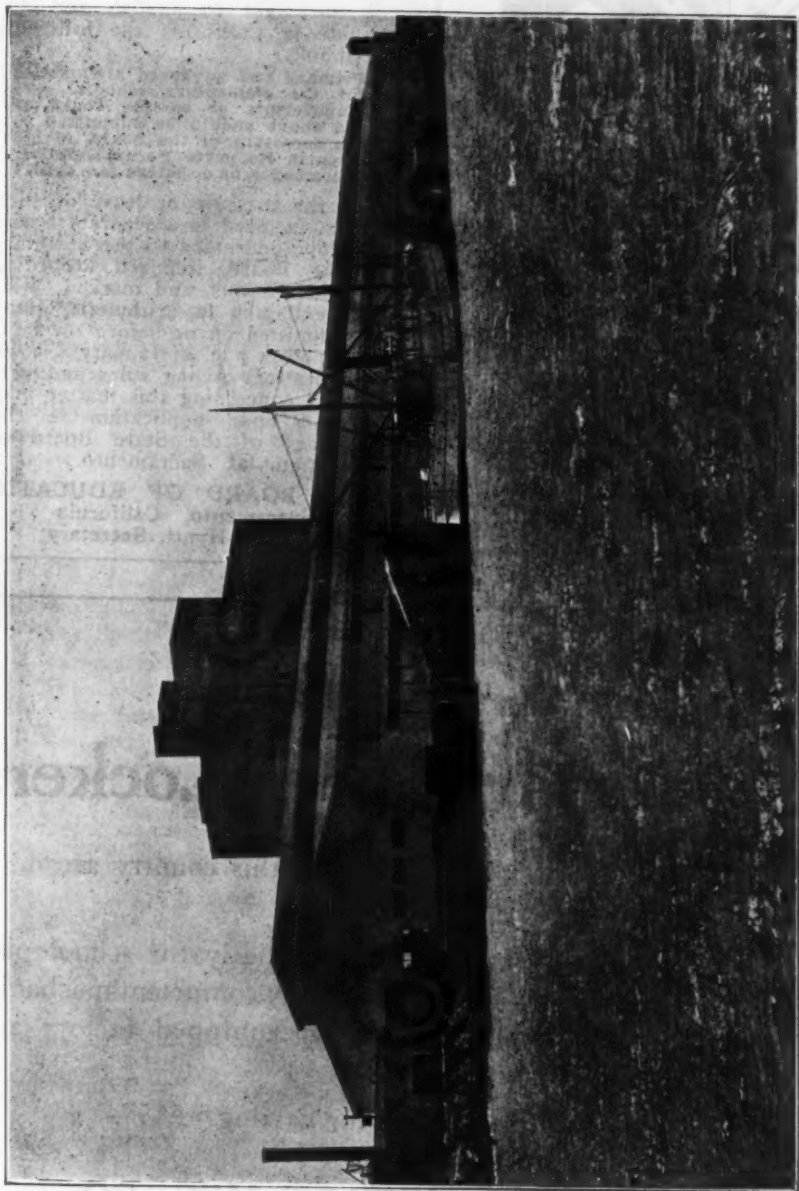
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